COUNT ME IN

10

Student's Book

Yazarlar

Fethi ÇİMEN
Bilgen TAŞKIRAN TİĞİN
Ayten ÇOKÇALIŞKAN
Nihan ÖZYILDIRIM
Mustafa ÖZDEMİR
Esra DEMİR
Gözde FINDIKÇI

DEVLET KİTAPLARI
……, 2021

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Her hakkı saklıdır ve Millî Eğitim Bakanlığına aittir. Kitabın metin, soru ve şekilleri kısmen de olsa hiçbir surette alınıp yayımlanamaz.

Hazırlayanlar

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İSTİKLÂL MARŞI

Korkma, sönmez bu şafaklarda yüzen al sancak;
Sönmeden yurdumun üstünde tüten en son ocak.
O benim milletimin yıldızıdır, parlayacak;
O benimdir, o benim milletimindir ancak.

Çatma, kurban olayım, çehreni ey nazlı hilâl!
Kahraman ırkıma bir gül! Ne bu şiddet, bu celâl?
Sana olmaz dökülen kanlarımız sonra helâl.
Hakkıdır Hakk'a tapan milletimin istiklâl.

Ben ezelden beridir hür yaşadım, hür yaşarım.
Hangi çılgın bana zincir vuracakmış? Şaşarım!
Kükremiş sel gibiyim, bendimi çiğner, aşarım.
Yırtarım dağları, enginlere sığmam, taşarım.

Garbın âfâkını sarmışsa çelik zırhlı duvar,
Benim iman dolu göğsüm gibi serhaddim var.
Ulusun, korkma! Nasıl böyle bir imanı boğar,
Medeniyyet dediğin tek dişi kalmış canavar?

Arkadaş, yurduma alçakları uğratma sakın;
Siper et gövdeni, dursun bu hayâsızca akın.
Doğacaktır sana va'dettiği günler Hakk'ın;
Kim bilir, belki yarın, belki yarından da yakın.

Bastığın yerleri toprak diyerek geçme, tanı:
Düşün altındaki binlerce kefensiz yatanı.
Sen şehit oğlusun, incitme, yazıktır, atanı:
Verme, dünyaları alsan da bu cennet vatanı.

Kim bu cennet vatanın uğruna olmaz ki feda?
Şüheda fışkıracak toprağı sıksan, şüheda!
Cânı, cânânı, bütün varımı alsın da Huda,
Etmesin tek vatanımdan beni dünyada cüda.

Ruhumun senden İlâhî, şudur ancak emeli:
Değmesin mabedimin göğsüne nâmahrem eli.
Bu ezanlar -ki şehadetleri dinin temeli-
Ebedî yurdumun üstünde benim inlemeli.

O zaman vecd ile bin secde eder -varsa- taşım,
Her cerîhamdan İlâhî, boşanıp kanlı yaşım,
Fışkırır ruh-ı mücerret gibi yerden na'şım;
O zaman yükselerek arşa değer belki başım.

Dalgalan sen de şafaklar gibi ey şanlı hilâl!
Olsun artık dökülen kanlarımın hepsi helâl.
Ebediyyen sana yok, ırkıma yok izmihlâl;
Hakkıdır hür yaşamış bayrağımın hürriyyet;
Hakkıdır Hakk'a tapan milletimin istiklâl!

Mehmet Âkif Ersoy

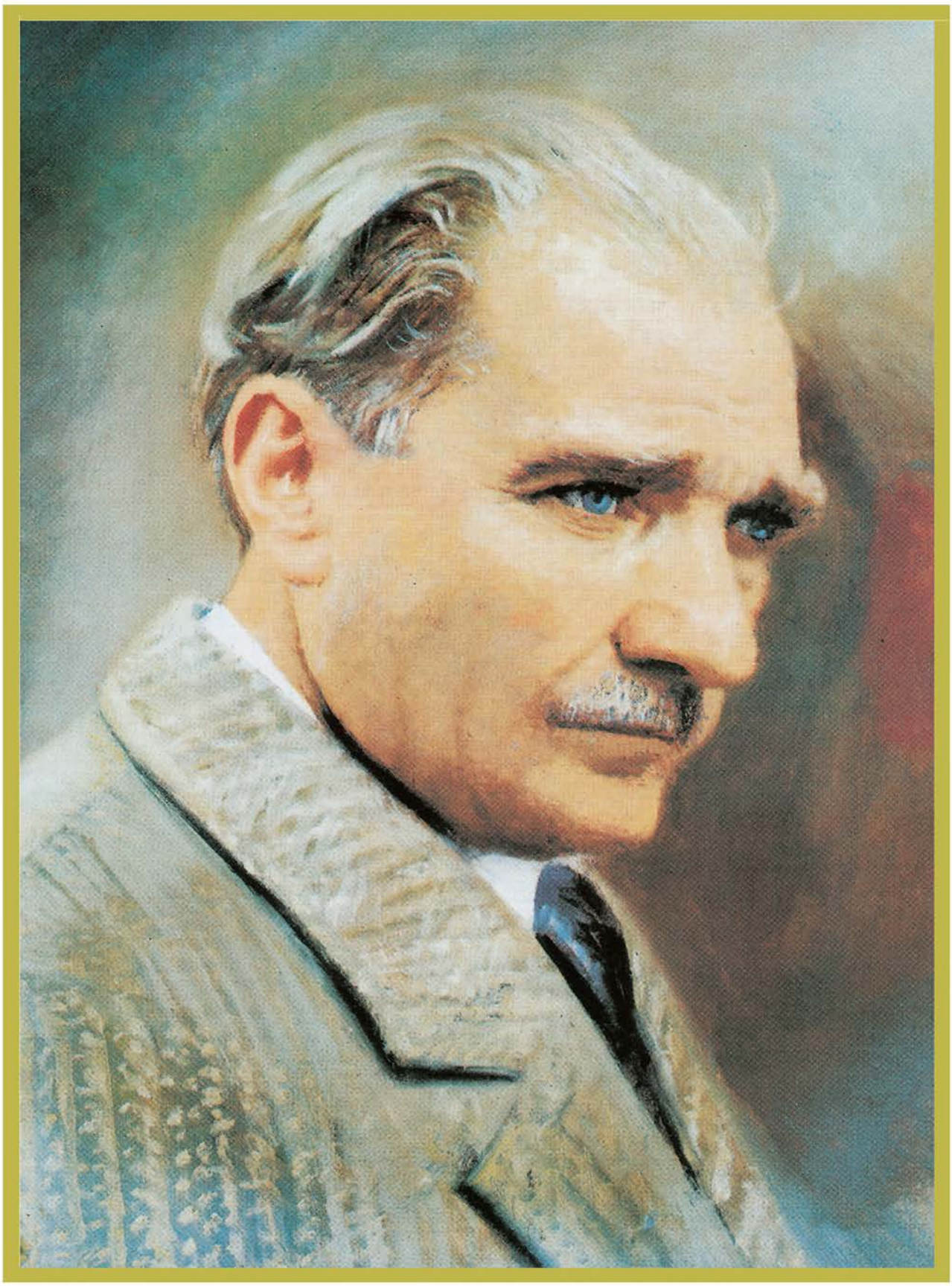
GENÇLİĞE HİTABE

Ey Türk gençliği! Birinci vazifen, Türk istiklâlini, Türk Cumhuriyetini, ilelebet muhafaza ve müdafaa etmektir.

Mevcudiyetinin ve istikbalinin yegâne temeli budur. Bu temel, senin en kıymetli hazinendir. İstikbalde dahi, seni bu hazineden mahrum etmek isteyecek dâhilî ve hâricî bedhahların olacaktır. Bir gün, istiklâl ve cumhuriyeti müdafaa mecburiyetine düşersen, vazifeye atılmak için, içinde bulunacağın vaziyetin imkân ve şeraitini düşünmeyeceksin! Bu imkân ve şerait, çok namüsait bir mahiyette tezahür edebilir. İstiklâl ve cumhuriyetine kastedecek düşmanlar, bütün dünyada emsali görülmemiş bir galibiyetin mümessili olabilirler. Cebren ve hile ile aziz vatanın bütün kaleleri zapt edilmiş, bütün tersanelerine girilmiş, bütün orduları dağıtılmış ve memleketin her köşesi bilfiil işgal edilmiş olabilir. Bütün bu şeraitten daha elîm ve daha vahim olmak üzere, memleketin dâhilinde iktidara sahip olanlar gaflet ve dalâlet ve hattâ hıyanet içinde bulunabilirler. Hattâ bu iktidar sahipleri şahsî menfaatlerini, müstevlîlerin siyasî emelleriyle tevhit edebilirler. Millet, fakr u zaruret içinde harap ve bîtap düşmüş olabilir.

Ey Türk istikbalinin evlâdı! İşte, bu ahval ve şerait içinde dahi vazifen, Türk istiklâl ve cumhuriyetini kurtarmaktır. Muhtaç olduğun kudret, damarlarındaki asil kanda mevcuttur.

Mustafa Kemal ATATÜRK



MUSTAFA KEMAL ATATÜRK

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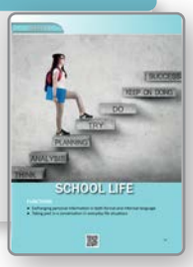

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• Talking about their own plans for the future. • Expressing their ideas in unplanned situations.	• Writing an opinion paragraph about their plans.	• Practising intonation in asking and answering questions in daily conversations.	• I am going to fly... • Are you coming to the movie this afternoon? • I won't be in Erzurum for some time.
• Acting out a story as a legendary figure. • Retelling a story by describing characters and places. • Talking about a historical legendary figure in Turkish history.	• Writing the end of a given unfinished story.	• Practising uttering "-ed" sounds in V2.	• First, there was a sudden noise... • When the film ended, I was crying. • While he was riding in the forest, he felt something strange.
• Delivering a short speech using visuals on traditions. • Talking about several things they used to do when they were child.	• Writing a short paragraph of comparing traditions around the world • Writing the things they used to do when they were a child.	• Practising /t/ and /θ/ sounds.	• People used to watch the shadow plays. • People didn't use to go to school when I was a baby.
• Asking and answering about their own and other people's travel and experiences • Booking a room at a hotel/a table in restaurant etc. • Confirming information during conversation. • Taking part in a dialogue to make a travel plan.	• Writing an e-mail to a friend about their holiday experiences. • Preparing a travel guide of a city they have visited.	• Practising intonation in question tags.	• Where have you been? • Which places should I visit? • Did you like it there?
• Talking about consequences of wasting energy sources. • Talking about household chores they are responsible for.	• Writing a paragraph about possible consequences when they don't obey the rules. • Writing an advice letter about youth problems.	• Practising intonation in advice structures.	• You can remove a stain with baking soda. • If you're good at solving problems, you could be an executive.
• Taking part in a dialogue about introducing national and international festivals. • Describing the steps of a process related to national and international festivals.	• Writing a process paragraph/blog about their favorite festival.	• Practising the pronunciation of problematic words for Turkish learners of English.	• Every street, building and house is decorated with red during the celebrations of Chinese New Year. • Two religious festivals are celebrated in Turkey.
• Making comments on innovations by stating causes and effects. • Talking about their preferences in technological devices.	• Writing a cause and effect paragraph about the importance of netiquette. • Writing an on line-digital collaborative story.	• Practising /w/ and /v/ sounds.	• I prefer tablets over notebooks to read on line because... • 1991 is the year when ... • I watched a documentary which...
• Talking about their personal hero (who he/she is and why he/she is their hero/heroines. • Talking about what they would do if they were a hero/heroine.	• Writing simple invitation letters. Writing a paragraph about imagining themselves as hero/heroines.	• Practising the contraction of "I would"	• If I were a hero, my superpowers would be ... • He wishes he had some free time.
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HOW TO USE THIS BOOK

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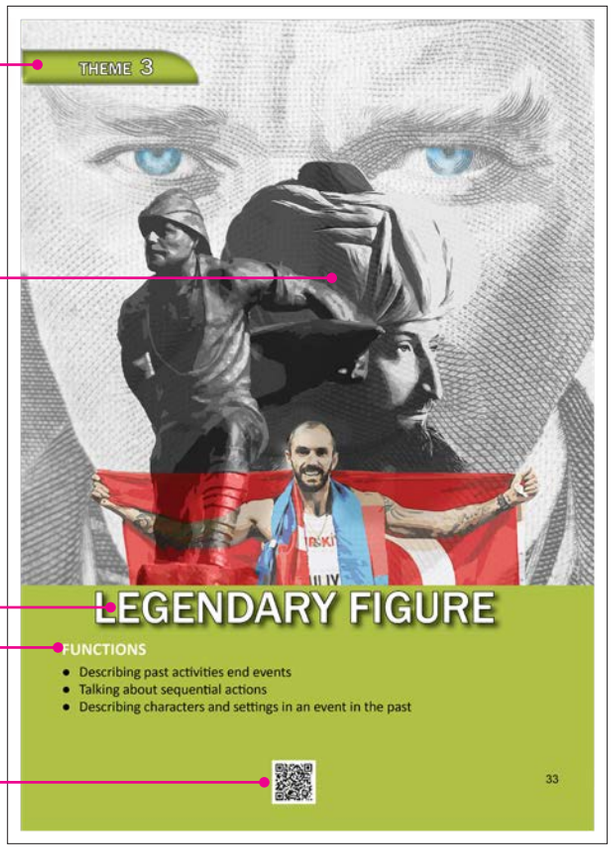
Cover Page Images

Title of the Theme

Functions Covered

QR Code of the Theme



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Instructions

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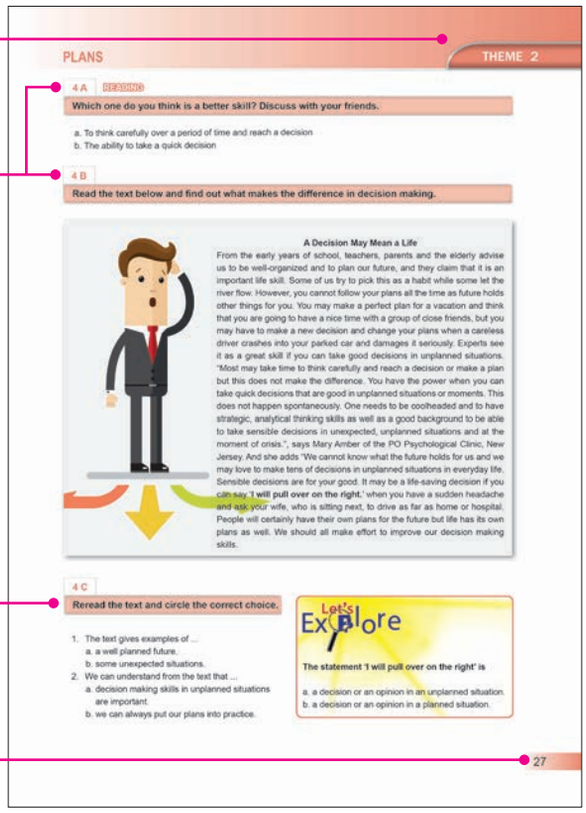


SCHOOL LIFE

FUNCTIONS

- Exchanging personal information in both formal and informal language
- Taking part in a conversation in everyday life situations

1 A SPEAKING

How do you feel on the first day of school? Tick the appropriate feelings for you.

☐ Happy

☐ Excited

☐ Confused

☐ Enthusiastic

☐ Nervous

1 B

Below are some issues and questions about school life. Each question is related to an issue. Discuss and match them.

Issues

- ☐ timetable
- ☐ compulsory courses
- ☐ elective courses
- ☐ extracurricular activities
- ☐ school and campus facilities
- ☐ consultants' and teachers' attitude
- ☐ deadlines for assignment submission
- ☐ visas and final exams
- ☐ getting adapted
- ☐ the new friend circle

Questions

1. What time does the first lesson start?
2. Are there any social clubs for students?
3. Where can I eat and drink?
4. How long will it take me to get adapted?
5. When do I have to sit for exams?
6. What are my new classmates like?
7. Do I have to take challenging courses?
8. Do I have the chance to pick other interesting subjects?
9. What happens if I can't submit assignments on time?
10. Will I have tolerant and understanding teachers?

1 C

What do students focus on about the first day at a new school? Choose from the list above and write them down. You can add to the list.

1 D

Read the text on icebreaker activities and answer the questions.

Icebreaker Activities

Most students are worried and nervous about their first days at a new school as a freshman. Fortunately, most teachers are aware of this and they do activities to make their students less worried and more relaxed. These are called icebreakers. They include talking about oneself, hobbies, interests, fun games, walking around and asking questions to learn about others, etc. The aim is to create a friendly and less stressed atmosphere because students can get to know each other and discover their things in common during these activities.

According to experts, icebreakers may play an important psychological role in a good academic year. Laila Hudson, a psychologist of Washington State University, asks 'Can you expect an optimum performance from a footballer if he doesn't do any warm-up?' and adds 'Icebreakers are the same for students. If students feel self-confident in their new classes, they will not suffer from fear of failure and will start to display a better performance. Icebreakers are always nice for a good start.'

1. Why do teachers use ice-breakers?

   .....

2. What are some ice-breaker activities?

   .....

3. Why are ice-breakers important?

   .....

1 E

Kuzey is in the USA for his university education. His English teacher gives the following 'Find someone who ...' sheet as part of an icebreaker. Use the same sheet for yourself. Walk around to learn about your friends.

Find someone who...

..... is keen on basketball.

..... is fond of chocolate wafers.

..... is good at English.

..... has a pet.

..... can play a musical instrument.

..... likes spending time with friends.

..... is usually punctual.

..... joins extracurricular activities.

..... has watched a sports event live.

..... has read a novel recently.

..... stays in the school dormitory.

..... walks to school.

..... comes from another city/country.

..... is an only child in the family.

..... does revision every day.

1 F

Now, introduce yourself and your friends to the class. Refer to your notes in Part 1 E. You can ask the following questions to your friends about their families, everyday lives, etc. to learn more and share information about them.

Where do you live?

How do you come to school?

What do you want to be in the future?

What do you think about ...?

What kind of music do you listen to?

What is your favorite ...?

2 A READING - SPEAKING

Ethan and Kuzey are having a chat at the dormitory canteen. Read their dialogue and tick what they talked about while exchanging personal information.

- ☐ country of origin
- ☐ their favorite football teams
- ☐ accommodation
- ☐ comments on school
- ☐ families
- ☐ interests

Ethan So, Kuzey. I noticed during the ice-breaker activity. We have a lot in common.

Kuzey We do. We are two freshmen here and that's nice. I'm from Turkey and you are from Australia. We are away from our families.

Ethan That's right. And the happiest coincidence is about the dormitory. We stay in the same dormitory.

Kuzey We haven't met any students yet but I'm sure there are a lot of students from other countries in the dormitory. We will support each other. It will be good for me because I'm part of a large family. I like being with relatives and friends.

Ethan How many brothers or sisters do you have?

Kuzey I have a brother and sister and also we spend a lot of time with relatives. I mean, grans, cousins, aunts, uncles. We have very strong family ties.

Ethan That's nice. I'm an only child. We do not spend much time with relatives. They live far away from us.

Kuzey It seems that we will spend a lot of time together, here. Shall we begin with a game of basketball tomorrow? I can buy the tickets on-line. You are keen on basketball, too.

Ethan That sounds nice!

Kuzey Ethan, what about sports on campus? I'm thinking of joining the university fitness club.

Ethan Well... I should think a little bit about that. Does it require anything special?

Kuzey I don't know, yet. But it's one of the nicest extracurricular activities. We can go and learn.

Ethan I should decide after that. Then, let's go and learn tomorrow.

2 B

Work in pairs to make a dialogue. Exchange personal information with your partner. Include your families, interests, habits etc. Then, act it out.

3 A READING - SPEAKING

Kuzey and Ethan are at the fitness club reception to become members. Read the dialogue and answer the questions.

Receptionist Hello. How can I help you?
Kuzey Hello. We'd like to become members of the fitness club. Is this the right place?
Receptionist It is, Mr. ...?
Kuzey Kutlu. Kuzey Kutlu. And this is Ethan.
Receptionist I am Helen. Nice to meet you Kuzey and Ethan. And thanks for your interest in our club.
Ethan So, how can we become members?
Receptionist Well... You know, this is the university fitness club. Are you students?
Ethan Yes, we are. We study engineering.
Receptionist That's good. We need your student ID cards.
Ethan Here is mine.
Kuzey Here you are.
Receptionist Thank you. Could you fill in this form, please? And you'll also see the type of membership in the form. The fees depend on your membership type. And if you need the shuttle bus service, it is not included in the fee.
Kuzey We stay in the dormitories nearby. We don't need that. Thank you, though.
Receptionist ...

1. Why does the receptionist thank Ethan and Kuzey?

   .....

2. What do Ethan and Kuzey study?

   .....

3. Why don't Ethan and Kuzey need the shuttle bus service?

   .....

3 B

Imagine that you are the receptionist of the fitness club. Which of the following questions would you ask Ethan and Kuzey to fill in the form?

- ☐ May I have your name and surname, please?
- ☐ What is your address?
- ☐ When is your birthday?
- ☐ What is your favorite food?
- ☐ Are you single or married?
- ☐ Do you have enough cash with you?
- ☐ What color towels do you like?
- ☐ What is your phone number?
- ☐ Who is your best friend?
- ☐ May I have your e-mail address?
- ☐ Do you live in a flat nearby?
- ☐ Which membership plan would you prefer?
- ☐ What do you think about our facilities?
- ☐ How would you prefer to pay?

3 C

Imagine that you want to become a member of the fitness club. Fill in the form with your personal information.

MEMBERSHIP AGREEMENT

Name: _____
Address: _____
State: _____ Zip: _____
City: _____
Date of Birth: _____ Phone: _____
E-mail: _____
Emergency Contact: _____

GYM CARE FITNESS
1969 Muxell Road, Deer St.
Rattlesnake, Iowa 58246
695.836.8254
www.gym-care.com

Select a Membership Plan (Best Rate: 10% if paid annually)

INDIVIDUAL PLAN
_____Single: $29.95 Paid Monthly
_____Single: $25.95/Month (10% Discount For Prepaid)

FAMILY PLAN
_____Family: $59.95 Paid Monthly
_____Family: $55.95/Month (10% Discount For Prepaid)

JOINT PLAN
_____Joint: $49.95 Paid Monthly
_____Joint: $25.95/Month (10% Discount For Prepaid)

STARTUP FEE (To be applied at start date)
$10.00 Per Door Key
$19.95 Enrollment Fee

3 D

Work in pairs. Imagine that one of you is the receptionist and the other one wants to be a member of the fitness club. Refer to Part 3 B, 3 C and exchange your information in a dialogue.

4 A LISTENING - SPEAKING

Listen and study the intonation of the sentences below. Tapescript 1.1

Falling Intonation	Wh- Questions	What do you do?
	Yes/No Answers	Yes, I do.
Rising Intonation	Yes/No Questions	Are you happy?
	Statement Questions	You don't like chocolate?

4 B

Listen and decide if the sentences have a falling (Fl) or rising intonation (Rl). Tapescript 1.2

	Fl	Rl		Fl	Rl
1. Where do you live?			6. No, I don't.		
2. I live in Madrid.			7. What time do you get up?		
3. You are an only child?			8. I get up at 8.		
4. Yes, I am.			9. Are you interested in music?		
5. Do you like playing football?			10. I like listening to music in my spare time.		

4 C

Work in pairs. Ask and answer questions as in Part 4 B to create daily conversations. Be careful about intonation issues.

5 A READING

Read the pairs of sentences below and tick the ones that are true for you. Then, discuss whether they are good or bad for your health.

1

- ☐ a. I socialize with friends often.
- ☐ b. I usually like being on my own.

2

- ☐ a. I eat fruit and vegetables often.
- ☐ b. I do not eat fruit and vegetables.

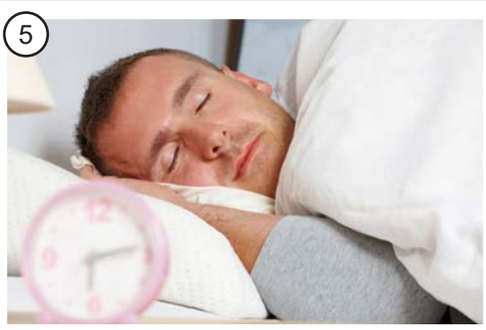
3

- ☐ a. I always read books before sleeping.
- ☐ b. I never read books before sleeping.

4

- ☐ a. I do sports as much as possible.
- ☐ b. I spend a lot of time sitting in front of my computer.

5



- ☐ a. I stay up late and get up early in the morning.
- ☐ b. I usually get enough sleep.

5 B

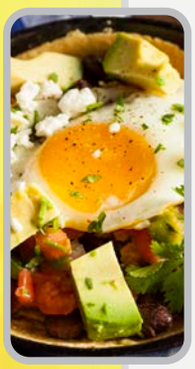
Read the text and discuss whether your everyday habits are healthy or not.

Everyday Life Habits Matter: Small Changes Make a Big Difference

According to a recent study, bad habits such as smoking, going to bed late, technology addiction do not only steal from your life quality but also impact your educational life. Fortunately, you are not desperate. Making just a few changes in your everyday life can help you a lot. Here are some of these changes and how applicable they are according to 100 interviewees.

Read to cope with stress: Reading does not only help you learn more and achieve better scores but also helps to cope with stress. While you are reading something in a motivated way, you will be away from the stress of everyday life, and being away from stress will be of great help for a healthier life because stress is one of the worst enemies of human health. 82 % of the interviewees believe that this is easily applicable.

Avoid loneliness, reach out: You are at greater risk of heart disease without a strong network of friends and family. Loneliness can be as dangerous as having high cholesterol or even smoking. Hang around with friends, share problems with them, and socialize whenever possible. One way of achieving this at school is to join extracurricular activities. Visiting your elderly relatives as often as possible is another way. 56% of the interviewees think that this is not easy to do due to everyday rush while it is OK for the other 44%.



Have breakfast, do not skip it: Breakfast is more important than most people think. It increases learning performances and carefulness. According to 70% of our interviewees, this is applicable.

Consult and Cooperate: When you try to cope with all the difficulties on your own, a more stressful life or period is unavoidable. Remember that you are not a super hero and consulting and cooperating with others is a strength. At school, friends, teachers, and school counselors are all there to share. You will see that things will get better when you consult or cooperate. However, 30% of our interviewees find it applicable.

Get enough sleep: Sleep plays an important role in your physical health. It is a part of healing and repairing your heart and blood vessels. Ongoing sleep deficiency, not getting enough sleep, is linked to an increased risk of heart disease, kidney disease, high blood pressure, diabetes and stroke. Learn how much sleep you need by age and improve your sleeping habits. Go to bed and wake up at the same time every day. Avoid heavy or large meals before bed time. It seems to be the most applicable everyday habit as 95% of the interviewees find it so.

5 C

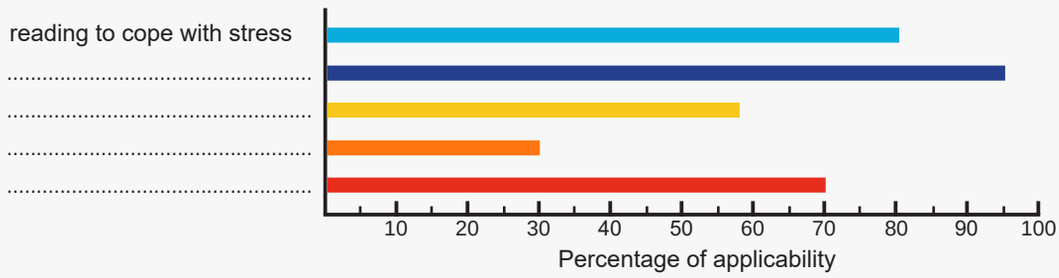
Read the text again and circle the correct choice.

1. The text is about...
   a. common health problems.
   b. importance of some everyday habits for health.

2. Interviewees believe that most of the everyday habits in the text are...
   a. applicable. b. not applicable.

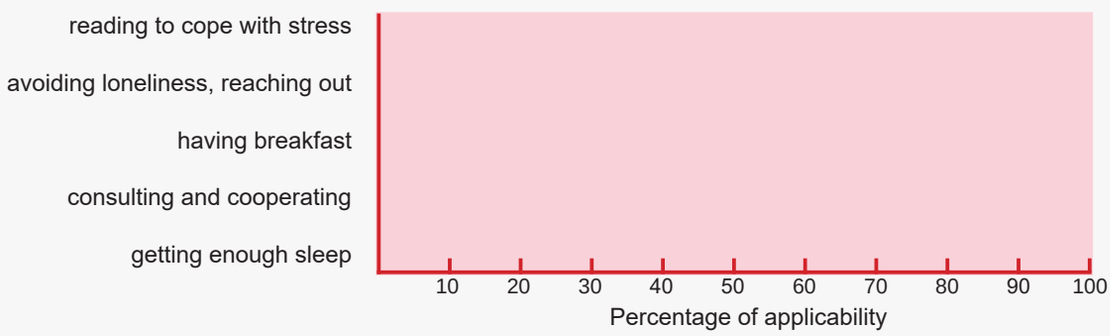
5 D

Below is a diagram. Look at the percentage lines in different colors and write what they stand for, on the left, according to the text. One has been done for you.



5 E

Work in pairs. Discuss the ways of integrating the everyday habits in the reading in 5 B into your everyday lives and decide how applicable they are. Then, draw your percentage line on the diagram as in 5 D



6 A LISTENING

Listen to the dialogue and tick the expressions you hear from Mrs. Calmer. **Tapescript 1.3**

- ☐ be at school
- ☐ skip courses
- ☐ skip breakfast
- ☐ stick to the route
- ☐ stick to the timetable
- ☐ have dinners together
- ☐ chat
- ☐ respect each other
- ☐ gather data
- ☐ prepare portfolios
- ☐ argue with friends
- ☐ do revision
- ☐ everyday challenges
- ☐ everyday problems
- ☐ successful artists
- ☐ get better scores
- ☐ get on well
- ☐ hang around
- ☐ go to the park
- ☐ go to the movies

6 B

Do you think schools prepare students for real life? Discuss with friends.

7 A READING

Below are programs of two high schools on their web sites. Which one do you think is the program of a vocational and technical high school and which one belongs to an academic high school? Discuss why these programs are important for the future.

A

Radio & Television
Information Technologies
Hairdressing
Nurse Aide Training Program
Sports

B

English
Maths
Philosophy
Chemistry
Geography

7 B

Read the text and answer the questions.

VOCATIONAL and ACADEMIC HIGH SCHOOLS

Kings Vocational & Technical High School is one of the thousands of vocational high schools in the US. It offers a wide range of programs unlike most regular academic high schools.

"Academic high schools have a lot of requirements for admission and they raise students for academic purposes. Yet, we also need technical staff members, experts with better skills and backgrounds. Vocational high schools have a key role here. These schools are becoming more important day by day. We even offer programs for sports. The education sector has to respect the strengths of students and their learning styles." says John Hamilton, the principal of the school.

In an interview with a local TV station last month, Christa Bolt, a student in the sports department of Kings Vocational & Technical High School, said "Our rules are similar to the ones in an academic high school. We have to stick to a timetable and obey the disciplinary rules. We are not allowed to skip courses or play truant for example. Academic high school students study in the classroom, we practise in the gym. They sit exams and their teachers evaluate them, our instructors evaluate us as well. They mark us according to our performances. They should do a lot of revision. Similarly, we should practise regularly to remain fit. The details are similar but the main difference is in the purpose of schools. Vocational & technical high schools focus on improving students' skills in their programs, in practice. Academic high schools focus on academic skills and theory. The society needs both."

1. What is the purpose of academic high schools? .....
2. Why are vocational & technical high schools important according to John? .....
   .....
3. What are some of the similarities between vocational & technical high schools and academic high schools according to Christa? .....
4. Do you think vocational & technical high schools are as important as John and Christa claim? .....
   .....

8 A SPEAKING

Some words go together naturally. These are called collocations. Some verbs with certain words and phrases are also collocations as in 'play sports', 'make friends', 'do Maths'. Work in pairs. Match the verbs in A to the phrases in B to form collocations.

A	B
1. obey	☐ truant
2. stick	☐ to the timetable
3. do	☐ (for) exams
4. sit	☐ courses
5. play	☐ high scores
6. get	☐ the rules
7. skip	☐ revision

8 B

Fill in the blanks using the collocations from Part 8 A.

1. I'm afraid I can't come to Sorin's birthday party. I have got a science exam tomorrow and I have to .....
2. All students have to ..... They are there to make school a safe place.
3. School counselor: You should study hard and ..... for a better school report, Tim. Those scores will make your CV better.
4. If I have a major program for that day, I do not ..... It is against the rules. I ask the school administration for permission. If I have a health problem, I will get a medical report.
5. Mary: Come on, Helen. We only have two classes left. We should stay at school, not ..... I'll get you some strong coffee.
   Helen: That sounds nice.
6. Students must learn to ..... because they will have to work within a timetable at work in the future.
7. Before you ....., do not forget to get a bottle of water. You may need it during the exam.

8 C

Use the collocations in Part 8 A to discuss the ways of being a good student with your friends.

E.g. Don't go to bed late or you may skip courses the following day.

9 A WRITING

Read the descriptive paragraph about Linda and match the colors to what they are about in the paragraph. One has been done for you.

A True Friend: My Classmate Linda.

Linda is one of my classmates. She is 17, the same age as me. She's got long, straight, brown hair and blue eyes. She is of medium height and fit because she plays volleyball. Linda doesn't like being on her own, she lives and spends a lot of time with her family; her parents and her brother Alex. Her parents are retired teachers. Her father is around fifty-five and her mother is in her early fifties. Her brother is a university student. They have a lot in common, so they get on very well. She takes time to get better all the time, so she's very busy. She goes to volleyball trainings, takes Spanish courses and joins charity activities. Her motto is 'life for people, people for life'. She usually goes to bed at around midnight and gets up early. She thinks sleeping too much is a waste of time, and we must improve our skills of time management. She is a great, invaluable friend with her nice personality and habits. I'm lucky to have her as a friend.

d ( ) ( ) ( ) ( )

a	The family members (people in the family, their ages, jobs, etc.)
b	Habits, hobbies, likes and dislikes (the person's habits, what he/she likes/dislikes)
c	Physical appearance (height, color of hair, eyes, etc.)
d	Introduction about the person (who the person is, his/her job, age, etc.)
e	General feeling/opinion about the person (what you/people think about the person)

9 B

Now, write a descriptive paragraph about yourself. Describe yourself, your family and your habits as in the sample paragraph in 9 A.

HE WHO OPENS A SCHOOL DOOR CLOSES A PRISON.

Victor Hugo

THEME 2

PLANS

FUNCTIONS

- Describing future plans and arrangements
- Expressing one's ideas in unplanned situations
- Making oral presentations on a planned topic

1 A SPEAKING

Look at the following activities and tick the ones that are involved in your plans for the weekend.

- ☐ visiting a museum
- ☐ doing shopping
- ☐ going on a picnic
- ☐ cycling
- ☐ trekking
- ☐ meeting friends
- ☐ eating out
- ☐ jogging
- ☐ visiting the grannies
- ☐ going out of the city/town
- ☐ having a barbecue
- ☐ going to a concert
- ☐ hanging around with friends
- ☐ seeing a movie

1 B

Lindsey and Bob want to have a weekend away. Take a look at their checklists and discuss the answers to the following questions.

a. Who has arranged everything?

b. Whose weekend is just a plan and intention?

Meanings of the Signs in the Checklists

√: Done. (No Problem with the arrangement) X: Not done. (No arrangements) ?: Not sure.

Lindsey's Checklist

destination : Alexandria
hotel : booked
food : hamburger at Danny's
what to do : visit city museum (tickets √)
do shopping at Macy's
visit grans on Saturday
evening walk along the lakeside on Saturday morning

Bob's Checklist

destination : Georgetown
hotel : X
food : pizza ?
what to do : do shopping ?
explore the city ?

1 C

Is it better to arrange everything before or let things slide? Discuss with your friends.

2 A READING - SPEAKING

What do people share via e-mails? Discuss and rate the following from 5 to 1. (5 for the most common and 1 for the least.)

- ☐ pictures and selfies
- ☐ formal or business letters
- ☐ informal letters
- ☐ surprises
- ☐ locations and directions

2 B

Take a quick look at the e-mail text, find out what it is about and circle the correct option.

a. Ethan's memories b. Ethan's emotions, plans and arrangements

Mail | Calendar | Address Book | Tasks | Notes | Others

New Message | Refresh | Reply | Forward | Delete | Filter

Inbox (27)
Drafts
Sent
Folder Actions
Junk
Trash
Virtual Folders

From jane@anymail.com | Date | Size
To: | 09:23:26 AM | 4 KB

My new life from ethan@anymail.com | Today, 09:23:26 AM +03

Dear Mum,

It's a week since I came here. I miss you all very much but I must be patient and fight against all the difficulties. As you always say, no sweat, no sweet ☺. I sometimes feel lonely but don't worry about me because I have great friends and they care about me. Everything is going well. The school, the instructors and the dormitory are all great. I'm making new friends here. I can get on well with the people around, especially Kuzey, from Turkey. I hope all is well at home.

We have made arrangements for the weekend. Our classmate Bethany is showing us around the city tomorrow morning. **We are meeting at the city center** and taking a city tour by bus. In the afternoon, we are visiting the NASA Aviation Museum. The tickets are a bit expensive but it's worth seeing. You know, I've always been interested in space. And at 8 pm. we are having dinner in an oriental restaurant. Everyone in the group is joining. I'm looking forward to Sunday as well. I'm going to Verizon Center with Kuzey. We're watching the Wizards live. Our seats are very close to the court. Can you imagine us just a couple of meters to the NBA stars?

By the way, we have the academic calendar, now. I'm going to visit you in the third week of January in the semester holiday, and we're going to enjoy our time together for two weeks. I'll let you know all the details when I get the tickets. This is just a plan, an intention for now. The summer holidays start in early June but I'm not going to visit you then. With a group of friends, **we are going to fly to Chicago.** We're going to spend a week there. I'm excited about this summer.

We are going to build a swimming pool in the garden with Dad and redesign the garden. He told about it last week. I hope everything goes as planned.

I've just received a message from friends and they are waiting for me outside. I will leave now and join them for dinner.

Bye for now, big big hugs! Ethan.

2 C

Read the text and answer the questions.

1. How does Ethan feel about his family and school?
   .....
2. What are their arrangements for the weekend?
   .....
3. What does Ethan plan to do on holidays?
   .....

2 D

Put (A) for arrangements or (I) for plans and intentions.

1. ..... visiting NASA Aviation Museum
2. ..... going to Verizon Center
3. ..... visiting the family in the semester holiday
4. ..... building a swimming pool
5. ..... watching the Wizards live
6. ..... flying to Chicago

Let's Explore

1. **The statement 'We are meeting at the city center...' expresses ...**
   a. an arrangement
   b. a promise

2. **The statement 'We are going to fly to Chicago.' expresses ...**
   a. a promise
   b. a future plan

2 E

Now, jot down some notes about your plans for the future and tell them to your friends.

plans for the weekend
.....

plans for the summer holidays
.....

plans for the semester
.....

long term plans
.....

3 LISTENING

Craig is telling Louis about his family's summer holiday. Listen and tick the details related to their plans and arrangements. Tapescript 2.1

1. They are flying to İstanbul on
   ☐ Saturday morning.
   ☐ Sunday morning.

2. They are going to spend
   ☐ a couple of weeks there.
   ☐ a couple of days there.

3. They are going to sleep in
   ☐ tents.
   ☐ a caravan.

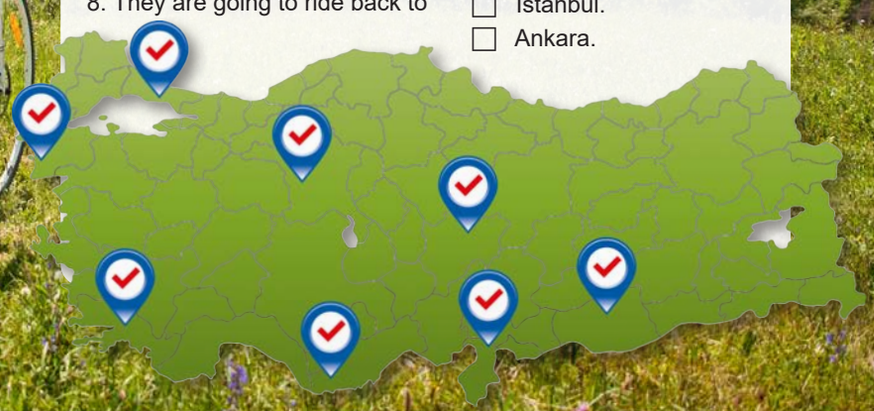
4. They are going to eat
   ☐ everywhere.
   ☐ anywhere.

5. They are going to ride
   ☐ northeast first.
   ☐ southwest first.

6. At Mardin, they are staying in
   ☐ tents.
   ☐ a hotel.

7. They are having a check-up at
   ☐ the state hospital.
   ☐ a private hospital.

8. They are going to ride back to
   ☐ İstanbul.
   ☐ Ankara.



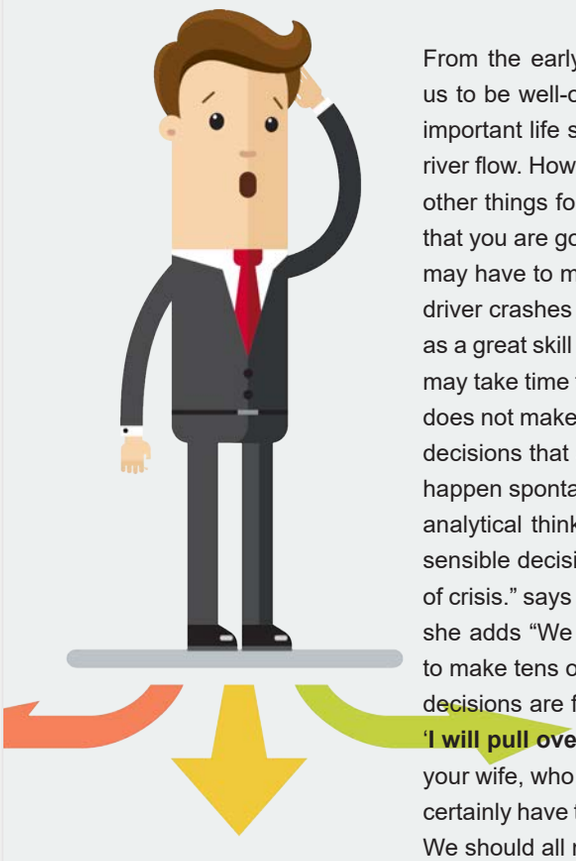
4 A READING

Which one do you think is a better skill? Discuss with your friends.

a. To think carefully over a period of time and reach a decision
b. The ability to take a quick decision

4 B

Read the text below and find out what makes the difference in decision making.



A Decision May Mean a Life

From the early years of school, teachers, parents and the elderly advise us to be well-organized and to plan our future, and they claim that it is an important life skill. Some of us try to pick this as a habit while some let the river flow. However, you cannot follow your plans all the time as future holds other things for you. You may make a perfect plan for a vacation and think that you are going to have a nice time with a group of close friends, but you may have to make a new decision and change your plans when a careless driver crashes into your parked car and damages it seriously. Experts see it as a great skill if you can take good decisions in unplanned situations. "Most may take time to think carefully and reach a decision or make a plan but this does not make the difference. You have the power when you can take quick decisions that are good in unplanned situations or moments. This does not happen spontaneously. One needs to be coolheaded and to have strategic, analytical thinking skills as well as a good background to be able to take sensible decisions in unexpected, unplanned situations and at the moment of crisis." says Mary Amber of the PO Psychological Clinic, New Jersey. And she adds "We cannot know what the future holds for us and we may love to make tens of decisions in unplanned situations in everyday life. Sensible decisions are for your good. It may be a life-saving decision if you can say '**I will pull over on the right.**' when you have a sudden headache and ask your wife, who is sitting next, to drive as far as home or hospital. People will certainly have their own plans for the future but life has its own plans as well. We should all make effort to improve our decision making skills.

4 C

Read the text again and circle the correct choice.

1. The text gives examples of ...
   a. a well planned future.
   b. some unexpected situations.
2. We can understand from the text that ...
   a. decision making skills in unplanned situations are important.
   b. we can always put our plans into practice.

Let's Explore

The statement 'I will pull over on the right' is

a. a decision or an opinion in an unplanned situation.
b. a decision or an opinion in a planned situation.

4 D

Below are statements that came in unexpected, unplanned situations. Work in pairs and match the situations to the statements.

1	Sultan Mehmed's hopes fade and he feels demoralized during the battles. Akşemseddin, his tutor, gives a motivational speech to him.	**a**	"You will be a great footballer. I will help you become a professional."	**1**	.....
2	Kemal, the trainer of a football team, notices the exceptionally skillful teenager playing football while passing by. He can't help watching him and talking to him.	**b**	"Landing on water will be the best choice."	**2**	.....
3	Just a couple of minutes after the take off, the aircraft experiences a bird strike and a decision comes.	**c**	"I will try again."	**3**	.....
4	Edison fails once more in his attempt to invent the electric light bulb.	**d**	"I will not give up. The victory will come."	**4**	.....

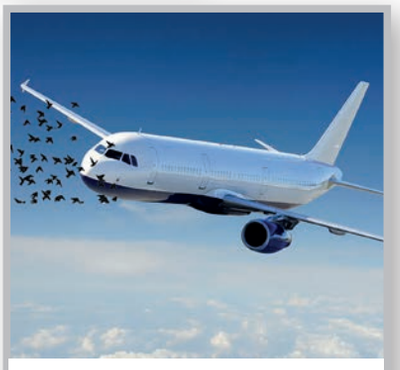
4 E

Match the statements to the appropriate pictures below. Write the letters of the statements into the boxes.

1 .....

2 .....

3 .....



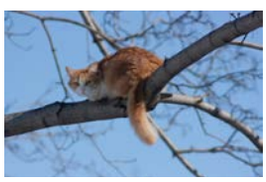
4 .....

5 A SPEAKING

Match the images to the situations in speech bubbles.

a. Oh my! I've spilt coffee on my new laptop.
b. Gosh! My office mate has fainted.
c. Oh my pants! I have ripped my shirt by accident.
d. Look! There is a cat stuck in that tree.
e. I'm going to make a cake, but there's no milk left.

1 .....



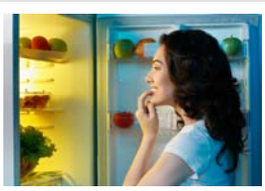
2 .....

3 .....

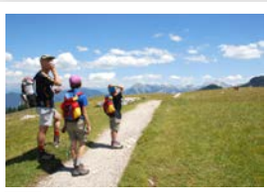
4 .....

5 .....

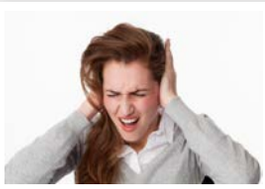
6 .....



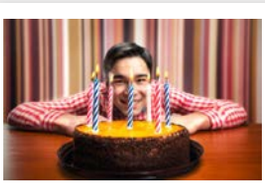
7 .....



8 .....



9 .....



10 .....

f. Oh, my God! I lost my car key while shopping.
g. We are worried about our friend. We cannot see him.
h. The music is too loud and I've a terrible headache.
i. Oh! Poor me! I forgot to buy a birthday present for my brother.
j. I've left my purse at home. It's lunch time and I don't have any money!

5 B

What would you do or say in the unplanned situations above? Work in pairs to make sentences as in the example and share them with your friends.

E.g. **Student A** Oh my! I've spilt coffee on my new laptop.
Student B Hold on! I'll get a piece of cloth and dry it.

6 A WRITING

Which season of the year is the best time to cover the following activities in your plans? Discuss with friends.

learn about and improve life skills

spend time together with relatives and family

relaxation, refreshment energy for the new academic year

6 B

Below is an opinion paragraph on 'making plans for summer holidays'. Read the sentences carefully and pay attention to colors. Then, match the colors to their functions in the text.

In my opinion, students should consider social and psychological factors while they are making plans for the summer holidays. Firstly, summer holidays are for relaxation, refreshment and energy for the new academic year. If students do not enjoy and relax themselves, they may feel fed up and their performances may go down during the academic year. Secondly, young people, especially students, need to learn about real life and improve their life skills for themselves and the society. Although school presents them with these skills, they need to learn more and practise in everyday life, outside school. Finally, parents and relatives feel the emotional need for spending time together. Students cannot take enough time to share things with parents and relatives during the academic year and there becomes an emotional gap, and the summer holidays give the most chance. To sum up, summer holidays are very important to satisfy social and psychological needs outside school and students should cover them in their holiday plans.

( ) ( ) ( ) (a)

a	supporting sentence
b	topic sentence and writer's opinion
c	concluding sentence
d	sequencers

6 C

Below are jumbled sentences of a paragraph. Put them into the correct order.

1. Outdoor campers are apart from the common stress factors such as noise, pollution, the rush of the city life.
2. In addition, going camping is a very cheap way to spend your vacation.
3. First of all, you can get rid of stress while on camping by bonding with mother nature.
4. In conclusion, outdoor camping is a great way of sharing great moments in an economical way. It is worth trying.
5. You will not have to pay for hotels and food, etc. You will sleep in tents and cook for yourself.
6. Finally, it is a great chance to spend time with people dearest to you.
7. You will be part of the same adventure and experience unforgettable moments together.
8. We are going camping with a group of family members in April because we think that outdoor camping is one of the best ways to spend a vacation for various reasons.

6 D

Now, write the numbers of the sentences in Part 6 C in the correct category.

topic sentence and writer's opinion

.....
.....
.....
.....

supporting sentences

.....
.....
.....
.....

concluding sentence

.....
.....
.....
.....

6 E

Write an opinion paragraph on one of your plans. You can jot down some notes here.

7 A LISTENING - SPEAKING

Listen and study the intonation of the sentences below. Tapescript 2.2

Falling Intonation	Wh- Questions	When are we going to meet again?
	Yes/No Answers	No, I won't.
	Statements	I'll be back in a minute.
Rising Intonation	Yes/No Questions	Will you help me to carry this suitcase?
	Question Tags	You will do it quickly, won't you?
	Direct Address	Tom, will you come with me?

7 B

Listen to the sentences below and decide if they have a falling intonation (FI) or rising intonation (RI). Tapescript 2.3

	FI	RI
1. Is he going to play tennis at the weekend?		
2. What are you going to do tomorrow night?		
3. Sally, will you have a piece of cake?		
4. No, I am not.		
5. I will call you later.		
6. They will come tomorrow, won't they?		
7. Yes, she will.		
8. Will you visit us next summer?		
9. What are we going to have for breakfast?		
10. Mr. Green, are you going to see Michael tomorrow?		

7 C

Work in pairs and make daily conversations in the places given below. Be careful about intonation issues in asking and answering questions.

in the classroom | at home | at a restaurant | at the bus stop

E.g. **Mark** Can I borrow your dictionary?
Lenny Yes, you can.

MAKE YOUR PLANS TO FIT THE CIRCUMSTANCES.

George S. Patton JR.

THEME 3

LEGENDARY FIGURE

FUNCTIONS

- Describing past activities and events
- Talking about sequential actions
- Describing characters and settings in an event in the past

1 A READING - SPEAKING

Work in pairs. Look at the following list of words and match them to their meanings using a dictionary.

1. conquer /ˈkɑŋkər/ (v)
2. besiege /bɪˈsidʒ/ (v)
3. cannon /ˈkænən/ (n)
4. surrender /səˈrɛndər/ (v)
5. triumphant /trīˈəmfənt/ (n)
6. worship /ˈwərʃəp/ (v)

- ☐ a. an old type of big heavy gun, usually on wheels, that fires solid metal or stone balls
- ☐ b. very successful in a way that causes great satisfaction
- ☐ c. the practice of showing respect for God or a god, saying prayers, chanting
- ☐ d. to take control of a country or city and its people by force
- ☐ e. to admit that you have lost and want to stop fighting
- ☐ f. to surround a building, city, etc. with soldiers till the people inside give up defending

1 B

Read the following pairs of sentences about the conquest of Constantinople and guess which ones are true. Then, read the text to check your answers.

1

a. Sultan Mehmed II wanted to conquer Constantinople due to its strategic importance.
b. There was not only one reason why Sultan Mehmed II wanted to conquer Constantinople.

a. He designed the cannons himself.
b. Sultan Mehmed II used traditional cannons of the time to hit the walls of the city.

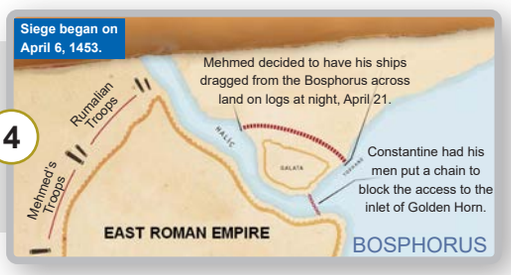
2

3

a. The defensive chain across the mouth of the Golden Horn (Haliç) made the conquest impossible.
b. Sultan Mehmed II found a way to cope with the defensive chain across the mouth of the Golden Horn.

a. He relied on his plans, strategies and army.
b. Sultan Mehmed II relied solely on the powerful army.

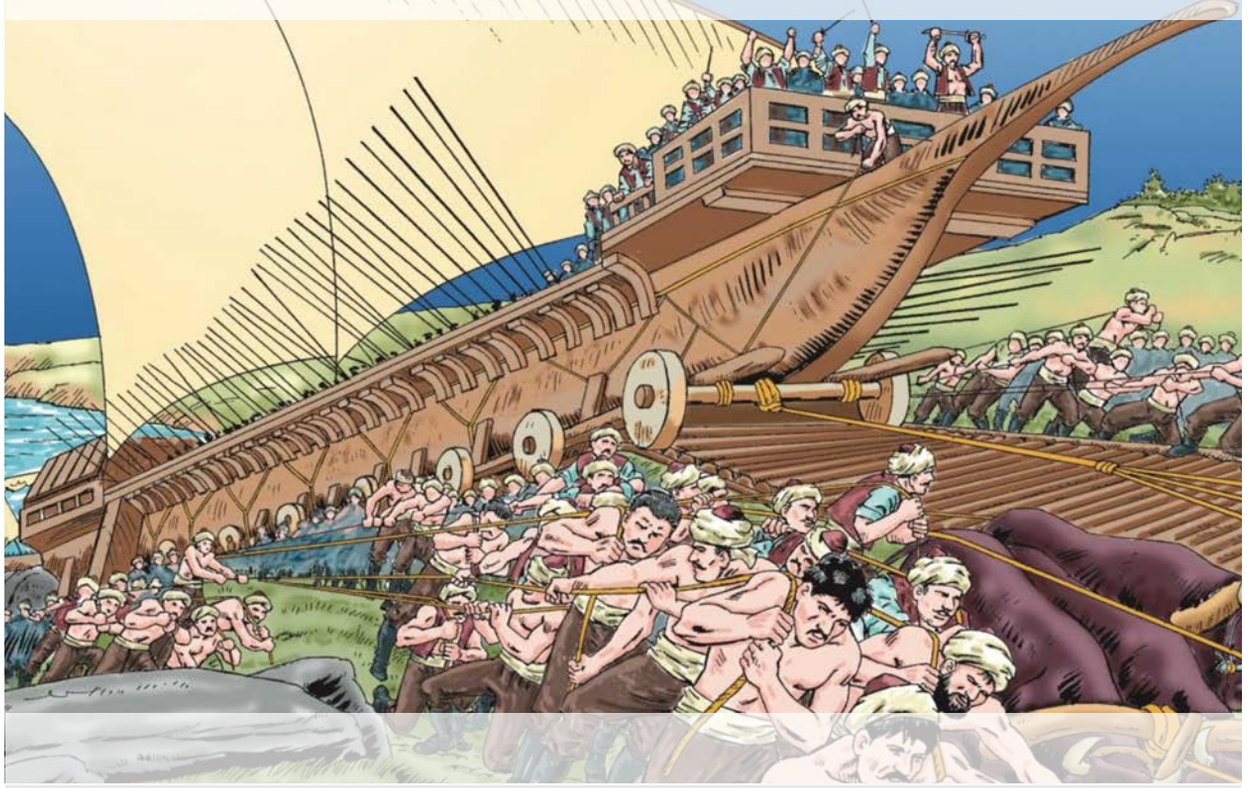
4



1 C

Read the first part of the text and answer the following questions.

THE CONQUEST OF CONSTANTINOPLE



The city of Constantinople was of great importance due to its strategically important location and religious reasons. Like his ancestors Sultan Bayezid and Sultan Murad II, conquering the city was the biggest dream of the seventh Ottoman Sultan, Mehmed II. He was only 21 years old when he dared to besiege the city.

There were a lot of challenges ahead. The most difficult one was psychological barriers. The Byzantine Armies were unbeaten and Mehmed's Army had to be the first to defeat them. The city walls were incredibly strong and there was a defensive chain across the mouth of the Golden Horn (Haliç). The Sultan had plans for all. The siege began, so did the bloody battles. The Ottoman Army hit and destroyed the city walls with the largest and best cannons of the time. However, his fleet was unable to enter the city because of the defensive chain in the waters of the Bosphorus. Then, he ordered ships to roll overland into the sea and reached the heart of the city. At the end of 53 days full of memorable, heart-stopping, emotional, anxious, difficult moments, Byzantine soldiers finally surrendered. Mehmed II was now triumphant and people call him Fatih, the Conqueror and later the city was called İstanbul.

1. Why was the city of Constantinople so important? .....
2. What were the serious challenges for Mehmed II? .....
3. How did the fleet enter the Bosphorus? .....
4. How long did the siege last? .....
5. Who was the winner? .....

1 D

Read the second part of the text below and fill in the table about Mehmed II. Then, make sentences as in the example.

The conquest is still subject to many researches today. According to most historians, it was beyond a powerful army. They agree and focus on Sultan Mehmed's genius and personal qualities, and believe these played a key role in planning everything for the conquest. We can find some clues about his personal qualities when we look at some of his actions and approaches. First of all, he was an intellectual. He could speak six languages and he had the habit of reading a lot. He read about various topics; from religion to history, from physics to Greek mythology. He was excellent at physics and maths. He made the largest and strongest cannons himself using his knowledge of physics and complicated calculations. He paid great attention to education. Sahn-ı Seman Madrasahs of his time served as higher education institutions and he invited well-known scholars such as Ali Kuşçu to his country. He also invited Bellini, an Italian Renaissance artist, to draw his portrait. He was a respectful leader. He respected other beliefs and religions. Freedom of belief across the empire was very important to him. He was a very determined leader. There were a lot of difficulties during the siege, but he never gave up. He managed to keep his armies motivated.
...

E.g. Mehmed II was an intellectual man because he could speak six languages and he had the habit of reading.

Personal Skills and Qualities	Evidence or Actions
Intellectual	- He could speak 6 languages.
Respectful	
Determined	

1 E

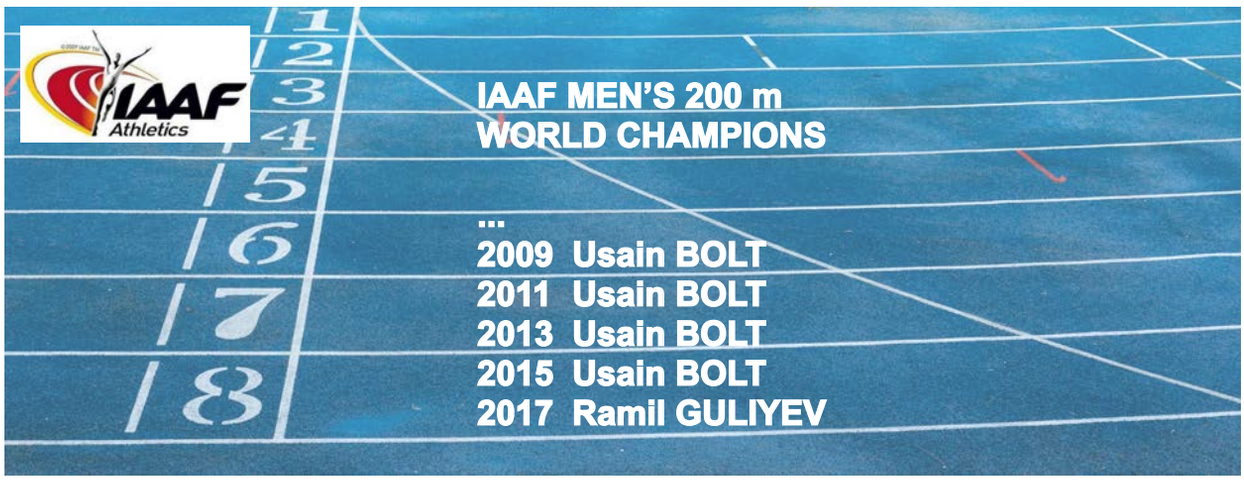
Write some notes about a legendary figure in Turkish history and talk about him/her using your notes as in Part 1 D

Personal Skills and Qualities	Evidence or Actions

2 A LISTENING - SPEAKING

Look at the following list of Men's 200 meters world champions by year and answer the questions.

1. Why do you think Usain and Ramil are legendary?
2. Why do you think press members want to learn about Ramil's life story?



2 B

Ramil Guliyev, 200 m World Champ, is at a press conference and answering a question about his life story. Listen and put the events into the correct order. Tapescript 3.1

.....	a	Ramil moved to Turkey.
.....	b	Ramil became 2nd in 5th IAAF World Youth Championships.
.....	c	Ramil won the men's 200 m World Championships.
.....	d	Ramil was the silver medalist at the European Championships.

2 C

Listen again and circle the correct option to make true sentences related to Ramil Guliyev's story. Tapescript 3.2

1. He grew up in...	a. Turkey. b. Azerbaijan.
2. He was inspired by...	a. his father. b. his friend.
3. His first coach was...	a. his P.E. teacher. b. his father.
4. He became the second in 5th IAAF World Youth Championships in...	a. 2007. b. 2017.
5. He found great support in...	a. Turkey. b. Europe.
6. He was the silver medalist at the European Championships in...	a. 2006. b. 2016.
7. He won the Men's 200 m World Championships in...	a. 2016. b. 2017.

2 D

Listen to the second part of the press conference and tick the questions you hear. Tapescript 3.3

Reporter 2 That's an impressive story, Ramil. I'd like to ask you a question about the race.
- ☐ a. Were you hopeful at the beginning of the race?
- ☐ b. Have you ever lost your hope?

Ramil Of course. There were 8 finalists. They are usually ambitious and hopeful athletes, but I have always believed in myself.

Reporter 3
- ☐ a. Why did you get surprised?
- ☐ b. How did you feel when you won?

Ramil Well... I just couldn't speak. It was the best moment in my life. I burst into tears as you saw.

Reporter 4
- ☐ a. Did it feel painful while you were running?
- ☐ b. Did you feel the victory while you were running?

Ramil I did. I felt very strong and believed in victory.

Reporter 5
- ☐ a. Did you do anything special before the race?
- ☐ b. Were you stressed before the race?

Ramil We did. We focused on our tactics. I followed a special tactic for this final.

Reporter 6 Do you think you will become a legendary figure?

Ramil Well... That's difficult to achieve but I'll do my best. At least, I can promise for that.

2 E

Now take a quick look at Part 2 C and retell the story of Ramil. Include the descriptions of important people and places in Ramil's life.

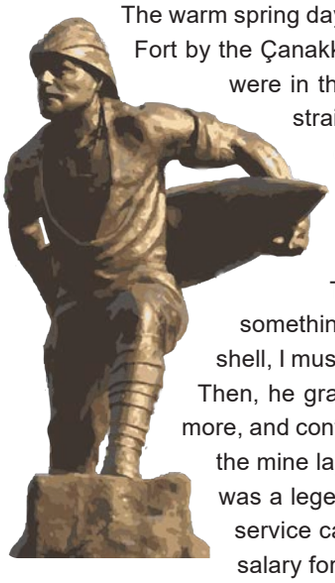
Ramil Guliyev was born in...

3 A SPEAKING

How much do you think an adult can lift? Discuss with your friends. (If possible, see the Guinness Book of World Records.)

3 B

Read the text and find out how much Seyit lifted and why he became a legendary hero.



The warm spring day with plenty of sunshine did not mean much for Seyit and his friends at Mecidiye Fort by the Çanakkale (Dardanelles) Strait. They were not enjoying a picnic or a walk there. They were in the middle of a war to guard the strait as the enemy forces wanted to cross the strait and reach İstanbul. There was a heavy naval bombardment from the battleships of the enemies, the Allied Forces. Suddenly, the shells started to hit their fort. Unfortunately, the artillerymen at Mecidiye Fort lost their lives, few were wounded and suffering. Seyit fainted but it didn't take him long to come round. He looked around. His friends were lying dead or heavily wounded around. The battleships were going forward. He was lonely at the fort, but he had to do something. He noticed the problem with the shell crane. It was damaged. 'I have to lift the shell, I must find a way. If the shell crane is damaged, I have my arms!' he thought to himself. Then, he grabbed and lifted a 276 kilogram shell for loading in the cannon. He carried two more, and continued firing. One of the shells hit the Ocean. It started to drift and hit the mines of the mine layer Nusrat. This caused big explosions and damaged the other battleships. This was a legendary repulse of the naval assault. Seyit was promoted to corporal. His military service came to an end in 1915. He, then, came back to his village. He didn't accept the salary for his service and went on living under difficult conditions as a forester.

3 C

Below are some expressions of Seyit related to different moments of his story. Discuss with your partner and tick the true expressions below.

1. When Seyit and his friends see the enemy forces approaching	☐ a. The moment is coming guys. ☐ b. The moment is coming guys. We will battle bravely.
2. During the bombardments	☐ a. Oh, there are heavy bombardments. ☐ b. Oh, how nice! They will stop soon.
3. When the shells start to hit their fort	☐ a. Watch out! Lie down! ☐ b. Watch out! Don't hide!
4. When he notices the problem with the shell crane	☐ a. It doesn't work! I won't give up. I've got my arms and hands! ☐ b. It doesn't work! I should ask someone for help.
5. When the shell hits the Ocean	☐ a. This is Çanakkale! Land of Wonders! ☐ b. Çanakkale cannot be trespassed!

3 D

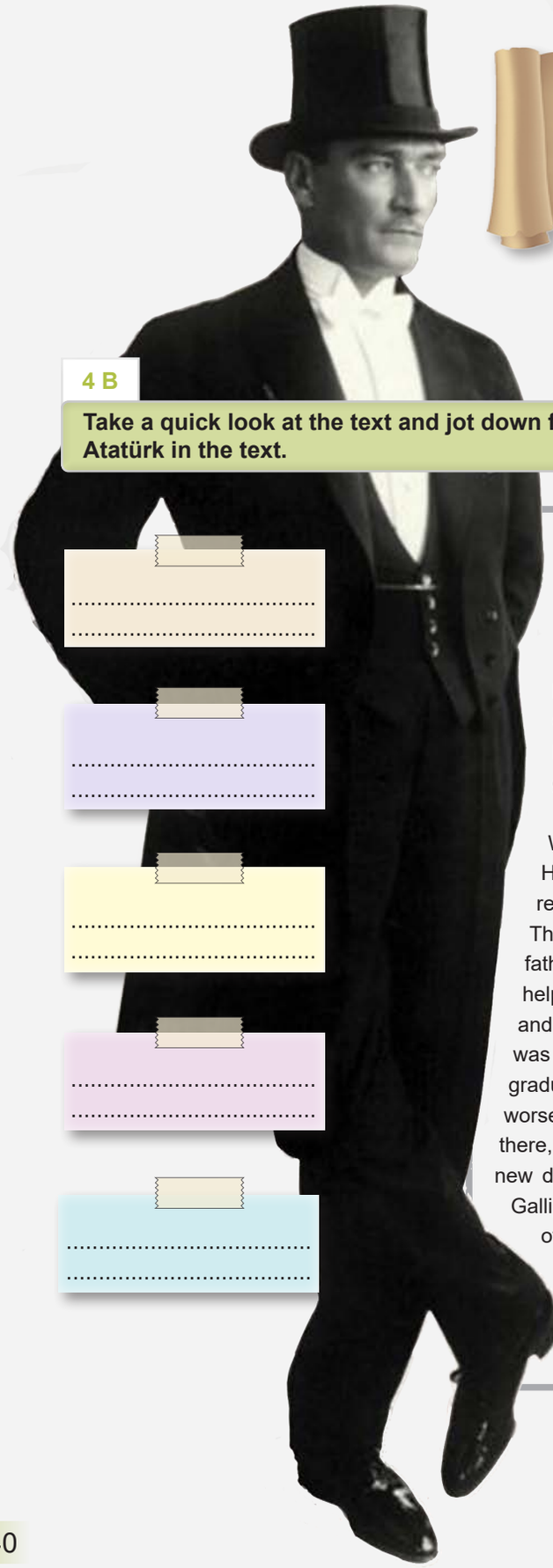
Imagine that you are Corporal Seyit (Seyit Onbaşı). Use the selected expressions in Part 3 C and act out his story. You can add expressions of your own.

3 E

What other examples of bravery do you remember in Turkish history? Talk about it.

4 A READING

Read the following quote and discuss what it shows about Mustafa Kemal Atatürk.



"The centuries rarely produce a genius. Look at this bad luck of ours that the great genius of our era was granted to the Turkish nation."

D. Lloyd George, Prime Minister of the United Kingdom

4 B

Take a quick look at the text and jot down five of the characteristics that are mentioned about Atatürk in the text.

.....
.....

.....
.....

.....
.....

.....
.....

.....
.....

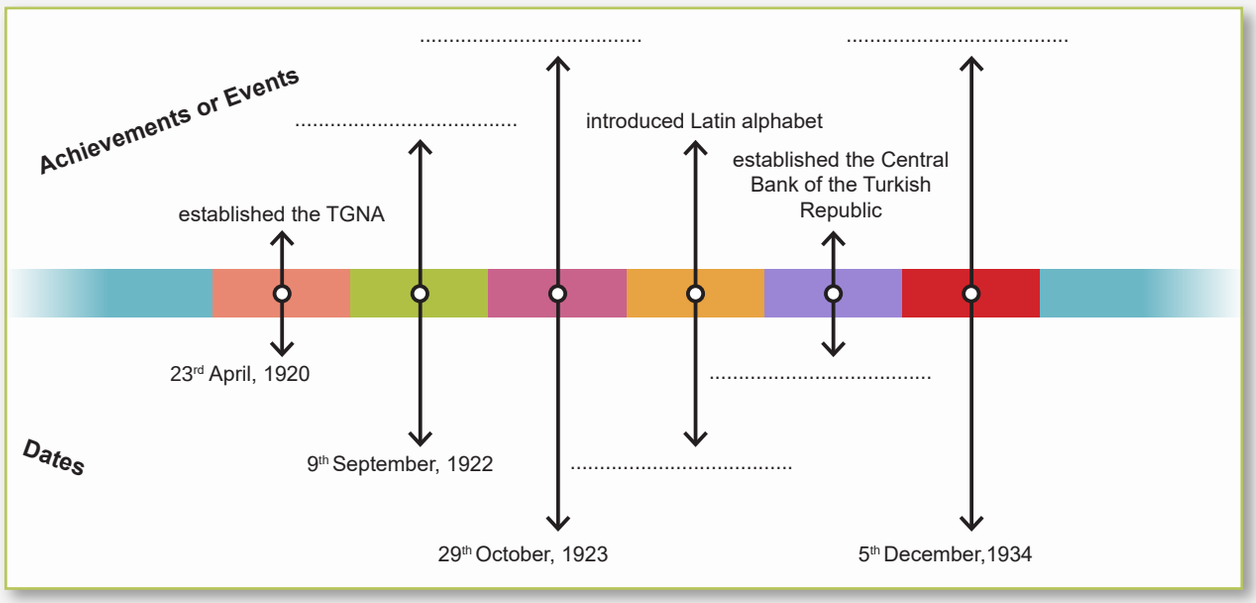
A close friend may praise you. Sometimes a teacher, your parents or a family member may do the same. How many heroes or heroines have been praised by his enemies in history? There are few. One of them is Mustafa Kemal Atatürk. According to American leader John F. Kennedy, he was one of the greatest figures of our century. Winston Churchill of the UK called him a great hero, and former French President Charles de Gaulle said he was the greatest achiever among all the World leaders.

What made Mustafa Kemal different from other leaders? How did he become a legendary figure? Why did his enemies respect him so much? It's not only winning wars, of course. There are a lot of other achievements in his life. When his father died, they moved to Uncle Huseyin's farm. While he was helping with the farm work there, he decided to make a change and secretly sat for the military school exams, and passed. He was an outstanding cadet, military school student. When he graduated from Academy of War in 1905, things were getting worse. His first duty was in Damascus. While he was working there, the Ottoman Administration sent him to different places for new duties. He was a division commander during the Battle of Gallipoli in 1915. The Allied Forces were dreaming of the partition of Anatolia and İstanbul when Mustafa Kemal's armies woke them up. On April 23, 1920, he established Turkish Grand National Assembly. He went on fighting against enemies and all enemies left the country completely on September 9, 1922.

Things were not over. It was just a beginning. His duty as a commander was over. Now, it was time to become a statesman, an economist, and a teacher. While his friends were discussing the new regime, he suddenly said, ''We are going to declare the Republic, tomorrow.'' He managed it. It was October 29, 1923. Then, he went on to introduce his revolutions in many fields such as introducing the Latin Alphabet on November 1, 1928, establishing the Central Bank of the Turkish Republic on June 5, 1931, giving women the right to vote on December 5, 1934 . While he was making the revolutions, he worked day and night. Soon, the poor country of war turned into a strong, modern, and independent state. He had only a short time to enjoy his new state before he passed away on November 10, 1938. While his coffin was passing by, millions were crying. Some of them were the commanders of the Allied Forces.

4 C

Read the text again and fill in the time line. One has been done for you.



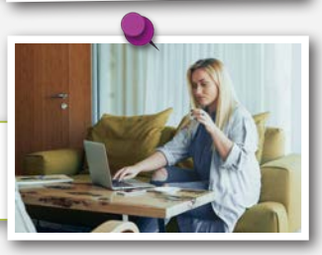
Let's Explore

1. **Study the sentence "**When he graduated from Academy of War in 1905, things were getting worse.**" from the passage and complete the rule.**
   We use the _____ with 'when' to talk about an action that interrupts a longer action in progress.
   a. simple past tense b. past continuous tense

2. **Study the sentence "**While he was working there, the Ottoman Administration sent him to different places for new duties**" from the passage and complete the rule.**
   We use the _____ with 'while' to talk about an action that was in progress when another action happened.
   a. simple past tense
   b. past continuous tense

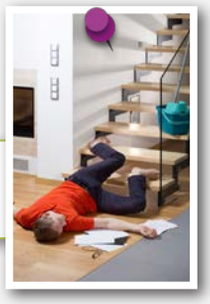
3. **Read the statements below, and circle the correct ones related to the pictures.**

1. a. He fell asleep while he was reading a book.
   b. He fell asleep while he was watching TV.



2. a. She was checking her e-mails while she was drinking coffee.
   b. She phoned her friend while she was drinking coffee.

3. a. He saw his friend while he was walking to work.
   b. He came across his friend while he was on the way to work.



4. a. My father was mopping the stairs when he fell down.
   b. My father was talking on the phone when he fell down the stairs.

5. a. Sally and Maggie surfed the Internet while they were having coffee.
   b. Sally and Maggie took a selfie while they were having lunch.

5 A SPEAKING

Look at the pictures below and read the statements of the people from their own points of view. Discuss who is right in each context.

1

Pedestrian The driver didn't notice me while I was crossing the street.

Driver While she was walking, she was listening to something through headphones. She didn't hear me when I sounded the horn.

2

Sally I dropped my cell phone when I bumped into her at the pedestrian crossing.

Mary While I was crossing the street, I bumped into someone.

5 B

Talk about your unlucky and lucky moments. Make sentences using 'when' and 'while' as in the examples in Part 5 A.

6 A LISTENING - SPEAKING

Listen and put the verbs into the correct box. Tapescript 3.4

/t/	/d/	/ɪd/
watched,	smiled,	visited,

helped	called	looked	travelled	landed
stayed	danced	started	acted	reached
booked	invited	damaged	offered	divided

6 B

Work in pairs. Tell your friends an event, a story or an activity in the past and practise uttering '-ed' sounds as in the example.

E.g. Yesterday, I watched a film about the conquest of Constantinople. When it ended, I was fascinated.

7 A WRITING

Read the unfinished story below and write an ending for it. Consider the forest in the picture and remember that Jadav Payeng, the hero of the story, has a fame as a legendary forest man in India. The verbs in box may be of help.

plant	make	water	look after	begin	live	grow	come back	take care

It was 1965 when heavy floods forced the Payengs to move to the other side of the river, 12 km away from their home. The family, with their children, were suffering too much, and when they moved back, they left their five-year- old Jadav in the care of a court-master for schooling. Jadav Payeng gave up school after class 10, and got back to his village to look after the livestock left by his deceased parents.

When he arrived, he witnessed a terrible sight. The land was eroded and there was a sandbar in place of the green land and forests of his childhood. Snakes and reptiles were lying dead on the desert. This sight shook him. Suddenly, he realised the truth. “Today, it is the snakes and tomorrow it will be us.” he thought to himself. That moment, he made the decision to make a change, at least to try. He was only 15.

He was determined. He visited the villagers nearby and asked for their opinions. The villagers gave him seeds and shoots of bamboos.

.....

.....

.....

.....

7 B

Now, your teacher will give you the original story in full. Compare your ending with it and find the most similar one in the class.

FREEDOM AND INDEPENDENCE IS MY CHARACTER..

Mustafa Kemal ATATÜRK

THEME 4

TRADITIONS

FUNCTIONS

- Describing habits and routines in the past
- Making oral presentations on a specific topic

1 A READING

Look at the pictures below and discuss which of the categories in the box they are related to. More than one option is possible.

transportation	farming
technology	clothing
social life	education

1

4

2

5

3

6

1 B

Are the pictures related to the past or the present? Discuss with friends.

1 C

Read the texts and answer the questions.

They Make It Happen: Travel Back In Time

The Amish in the USA are a German and Swiss descendant community. They are famous for their lifestyle as they resist against most of the changes in time. They do their best to preserve their traditions in social life. They do not benefit from most of the advantages of modern technology because they see it as a threat to their traditions and way of life. They still use horses and buggies or bikes for transportation within the community. Gas lanterns light their houses. Thousands of people want to witness this "resistance against time" on site and visit Amish communities. There are hotels for these visitors nearby. Most visitors feel impressed. Here are two visitor comments:

Jamal from Morocco: "It was incredible. They reminded me of my childhood days in the village in some ways. We used to wake up to the sound of roosters at dawn and go to the farm. We used to make our own bread and eat traditional dishes. We used to gather together in one of the houses of the village in the evening and have chats. This was a way to socialize. There was no technology, at all. We didn't even have electricity. We used to have gas lanterns and fire to light the house. It's difficult to believe but the Amish still have these. Evenings without TV or computers may sound to be dull and boring, but those were more enjoyable times. I don't know why. The Amish don't see school as an important place, but in my childhood we all went to school because our parents wanted us to be well-educated and have a better life than theirs. Of course they were state schools with very strict teachers and firm discipline. I really miss those days and this visit to an Amish community gave me a sense of those days."

Kate from the UK: "It was a travel back in time. I noticed many similarities with our past lifestyle in the country. Children and teenagers used to play with each other and animals on wide open spaces. We didn't use to go away from home to parks or movies. School was another chance to share with friends. Adults used to spend most of their time helping each other with the work on and around the farm. People used to dress in similar ways. I mean, plain and modest dresses were very common. Few people had cars in the countryside, so most people used to travel by horse and buggies. Technology was not only limited in transportation but almost in everything. Fortunately, we had electricity and black&white TV sets. Some houses had telephones and we could use them in emergencies. We went to state schools. There were a few universities and going to a university was more difficult, so we didn't use to focus much on university education. With this incredible visit, I remembered that kind of lifestyle. The smell of the soil, horses, cows, fresh milk... "

1. What is special about the Amish lifestyle? .....
2. What were the ways to socialize in Morocco and the UK? .....
3. What did Jamal's parents think about education? .....
4. How did people use to light their houses in Morocco when Jamal was a child? .....
5. How was the UK different from Morocco in technology when they were children? .....

Let's Explore

Study the following statements from the text and circle the best choice below to complete the sentences about the rules for 'used to'.

- "We used to make our own bread."
- "We used to have gas lanterns and fire to light the house."
- "Most people used to travel by horse and buggies."
- "We didn't use to go away from home to parks or movies."

1. The above sentences by Jamal and Kate...
   a. were true in the past, not true anymore. b. were not true in the past, true now.

2. The above sentences by Jamal and Kate...
   a. express single actions in the past. b. express repeated actions in the past, past habits.

2 A WRITING

Read the following statements and tick the ones you've heard from your parents, teachers, etc. Then, share them with your friends.

- ☐ When I was your age, I used to help my parents with the household chores.
- ☐ When I was your age, I didn't use to help my parents at all.
- ☐ In my childhood, we used to make our own toys.
- ☐ In our high school years, we used to be afraid of teachers.
- ☐ My father didn't use to give me much pocket money.
- ☐ We used to come straight home after school.

2 B

Now, write some of the things you used to do when you were a child. Then, read them out for your friends.

3 A LISTENING - SPEAKING

Listen and practise the sound /t/ and /θ/. Tapescript 4.1

1	tank /tæŋk/	thank /θæŋk/
2	tick /tɪk/	thick /θɪk/
3	true /tru/	through /θru/
4	tin /tɪn/	thin /θɪn/
5	tree /tri/	three /θri/

3 B

Listen and write 'a' for /t/ sound and 'b' for /θ/ sound beside the sentences. Tapescript 4.2

1	We hired a boat/both in Akyaka.	
2	The team/theme of the party is 'spring'.	
3	The company was in debt/death at the time of crisis.	
4	Sarah and John visited a fort/fourth while they were in Germany.	
5	We will drive along the tent/tenth street.	

3 C

Practise pronunciation by reading the following tongue twisters. Read each tongue twister slowly at first, then try reading it faster.

Thirty thousand thirsty snakes thirstily drank three thousand lakes.

Whether the weather is cold, or whether the weather is hot, we'll be together whatever the weather, whether we like it or not.

There those thousand thinkers were thinking where did those other three thieves go through.

What a to do to die today
At a quarter or two to two.
A terrible difficult thing to say
But a harder thing still to do.
The dragon will come at the beat of the drum
With a rat-a-tat-tat a-tat-tat a-tat-to
At a quarter or two to two today,
At a quarter or two to two.

Tom threw Tim three thumbtacks.

The third time the three three-toed tree toads tried tying their toes together, the third three-toed tree toad tied the two three-toed tree toads toes to the third toads toes. Then the two tied three-toed tree toads told the third three-toed tree toad that tying their toes together thrilled them to their toe tips.

4 A READING - SPEAKING

Work in pairs. Discuss how new inventions, innovations and systems change life.

4 B

Read the text and fill in the chart about changes in lifestyles and customs as in the example.

Changes have always been part of human life, but revolutionary changes from the last quarter of the 20th century up to date have put the 21st century generations to the center of comfort, speed and worldwide communication. While younger generations enjoy a technology based and comfortable form of life, the elderly are not happy about this new lifestyle because they cannot keep up with it and many customs and traditions disappear.

In an interview, Dr. Alex Hunter, a history professor of Romania, gives examples of life in both centuries through his own life. “The computer arrived. Before that, we used to look up words in dictionaries, and facts in encyclopedias. We used to use phone books to find telephone numbers. In time, these traditional methods of searching disappeared and they are a thing of the past now. People refer to search engines or mobile devices for these now. The arrival of digital cameras killed the tradition of keeping pictures in photo albums as they have memories for storage. We used to keep pictures in photo albums and showing them to friends or guests was a custom during visits or family gatherings. Few people keep photo albums now as almost everyone shares pictures online nowadays. The Internet and social media have caused a bigger gap. Numerous things have changed. Here is a simple example: We used to send postcards to the beloved ones or visit them to celebrate occasions, but now people feel too lazy to do these things. They share messages or good wishes on social media platforms. People used to have face to face communication and chats, but now they run the communication via social media platforms. It is not only the Internet based changes, of course. Even toys have changed in today’s global world. There are global toy shop chains now and children play the same or similar toys all around the world. In the past, making toys for yourself such as toy cars, baby dolls was a tradition...”

Changes come with advantages and disadvantages, but they will be part of human life forever. Today’s technological wonders such as drones, space ships, computers will be a primitive thing of the past some day. What is your future thing of the past?

Developments and innovations	Past habits before innovations	Newer form of actions and habits in the 21st Century
E.g. Arrival of computers	People used to use traditional methods of searching. They used to look up words in dictionaries and facts in encyclopedias.	People refer to search engines or mobile devices.
Arrival of digital cameras		
The Internet and social media platforms		
Toy shop chains		

4 C

Use the following pairs of visuals showing some changes and deliver a short speech to your friends.

THEN

NOW

E.g. In the past, people used to study maps or ask for directions but now they use navigation systems.

1

2

3

5 A SPEAKING

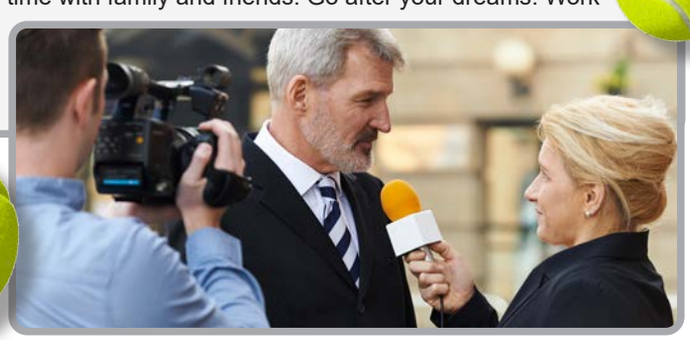
While giving examples of their childhood and youth, which of the following do your parents talk about most? Rate from 1 (the least common) to 5 (the most common). Discuss with friends.

- ☐ spending time with the family
- ☐ sharing the household chores
- ☐ clothing style
- ☐ manners of people
- ☐ habits

5 B

Read the interview. Find out how Mr. Decker feels about the past and the younger generation.

Interviewer Well, Mr. Decker thank you for accepting us. It's a pleasure to have an interview with you.
Mr. Decker The pleasure is mine.
Interviewer I'd like to begin asking my questions.
Mr. Decker Sure, go ahead.
Interviewer You used to be at the top of tennis for many years and people still see you as a legendary figure in sports. You still have a lot of fame worldwide and millions still admire you. This is not coincidence. Today's people and athletes have a lot to learn from you.
Mr. Decker I'm grateful for all the love and admiration.
Interviewer Let's begin with your everyday life. Could you please tell us about your routines? For example, what time did you use to go to bed and get up, what did you use to eat, how did you use to train? Basic things, I mean. Did you use to have any bad habits? People will be happy to learn about these things.
Mr. Decker Well, I used to go to bed before midnight and get up early in the morning. Before breakfast, I used to run 5 km. Breakfasts are vital for people, and especially for athletes. I knew this very well, so I used to have a full breakfast, Mediterranean breakfast. Olives, tomatoes, cucumbers, cheese, honey, butter, etc. But, farming techniques were traditional then. We never used to eat food with hormone.
Interviewer What about after breakfast?
Mr. Decker My trainer used to keep me at the training center for most of the day. I used to stick to my training programs. I didn't use to go out at night. My family and I used to live a simple life. We were all very happy. Family time has always been the best source of happiness to me. But today, most athletes spend their time less effectively.
Interviewer Well, what advice would you give to the younger generation, then?
Mr. Decker Mm... A tough question. Spend more time with family and friends. Go after your dreams. Work hard and love nature.
Interviewer Thank you very much, Mr. Decker.
Mr. Decker You're welcome. All the best.



5 C

Read the dialogue again in Part 5 B and answer the questions below.

1. What did Mr. Decker do in the past?

   .....

2. What were his morning routines?

   .....

3. How long did he train in a day?

   .....

4. What difference does he notice in the lifestyles of most athletes today?

   .....

5. What pieces of advice did he give to the younger generation?

   .....

5 D

Work in pairs. Take turns to ask and answer about what you/your partner used to do as a child. Then, share your dialogues orally with your friends. See the sample dialogue.

toys you played	evening routines	weekend routines	sports you played
birthdays you celebrated	neighborhood you lived in	clothing items you often wore	

Kimberly How did you use to celebrate your birthdays when you were a child?
Edward First, we used to have a big dinner with my aunties, uncles and grannies in the evening of my birthdays. A few hours later, I used to blow the candles on the cake. What about you?
Kimberly We used to live far away from my grannies, so I used to celebrate my birthdays with our neighbors and friends.

6 A LISTENING

Work in pairs. Think about the characteristics of your traditions and circle the suitable adjectives from the lists below that reflect your culture.

Characteristics of a traditional clothing item (colors, style, etc.)				
colorful	oriental	conservative	loose	close-fitting

Samples of traditional handcrafts				
pottery	carpet weaving	copper work	embroidery	tile making

Something special about traditional food							
spicy	hot	sweet	nutritious	tasty	pastry	vegetarian	olive oil

6 B

You will watch short documentaries on Malaysian and Indonesian traditions. Watch and locate the expressions in the box in the suitable part of the chart. Video 4.1

batik
kites and wind mills
vivid colors
different kinds of cakes
breakfast without bread

	MALAYSIA	INDONESIA
something special about traditional clothing		
samples of handcrafts		
something special about traditional food		

6 C

What did you notice about Indonesian and Malaysian traditions? Are they mainly similar or different? Discuss with your friends.

7 A WRITING

Read the comparison paragraph on Indonesian and Malaysian traditions and match the colors to their functions.

Traditions of Malaysia and Indonesia are alike in many ways. Malaysian people prefer vivid colors in their traditional clothing. Indonesian people also like vivid colors. Malaysian people use their hand crafts as ornaments in their houses. Indonesian people do the same. Both countries have special food traditions.

a	Details (examples for similarities)
b	Signal words (words for showing similarity)
c	Topic sentence (two things to compare)

7 B

Study the details of Turkish and Greek eating traditions given below and write a short paragraph of comparison as in 7 A. You can use the signal words in the boxes.

similar	alike	both	too	as	like	similarly

A TRADITION IS KEPT ALIVE ONLY BY SOMETHING BEING ADDED TO IT.

Henry James

THEME 5

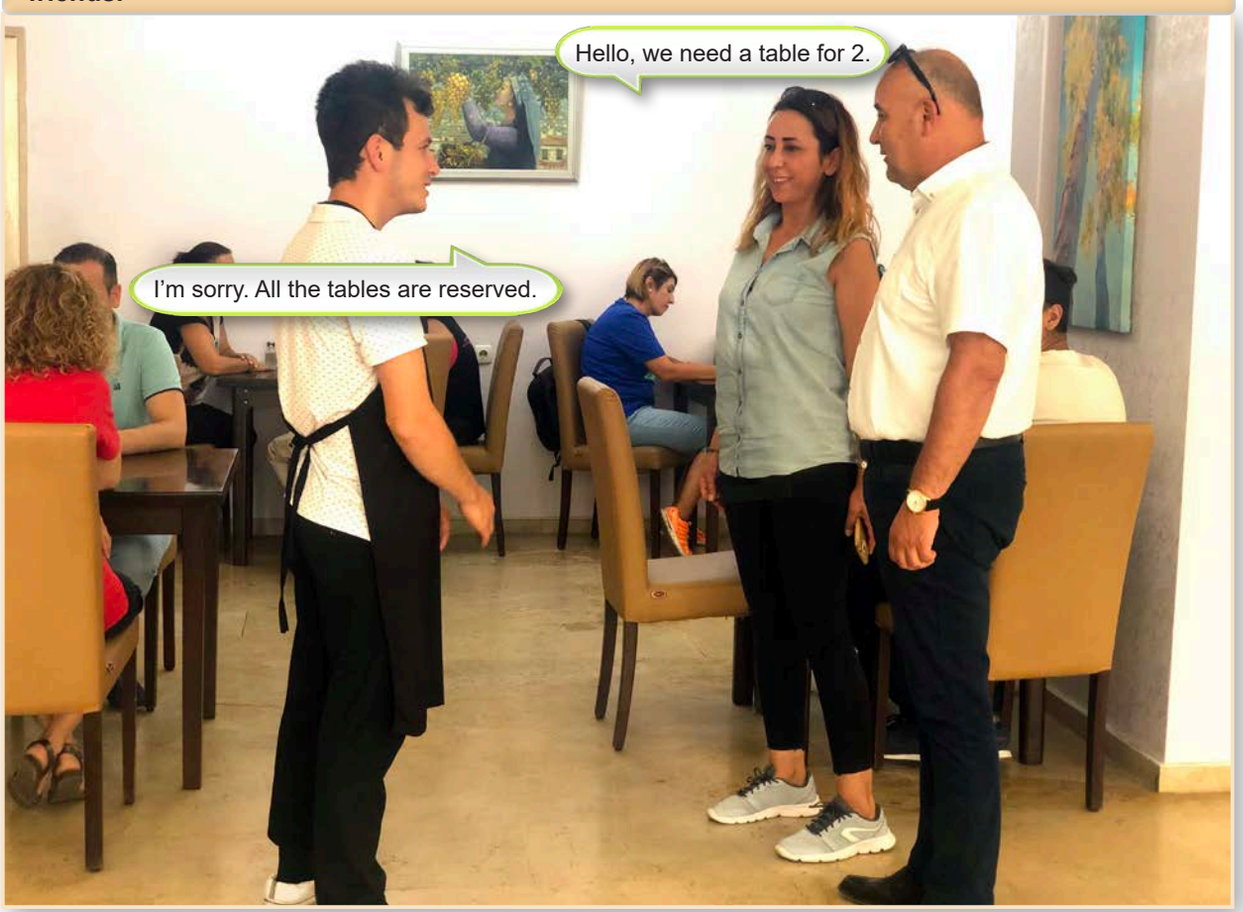
TRAVEL

FUNCTIONS

- Talking about past and present events/experiences
- Booking
- Exchanging ideas and plans
- Asking for approvals and/or confirmations

1 A LISTENING - SPEAKING

What do you think the problem is here? Have you ever had such a problem? Share with your friends.



1 B

Below are some expressions related to booking. Match them to the functions in the box.

a. asking for identity	c. asking for availability	e. learning/giving the price
b. asking for the number of people	d. asking for duration	f. asking for date/hour

1. ☐ That comes to $50 for you.
2. ☐ When do you want to return?
3. ☐ May I have your name, please?
4. ☐ May I have a contact phone number?
5. ☐ Do you have any vacancies?
6. ☐ When is your reservation for?
7. ☐ Do you have any late afternoon departures?
8. ☐ How much does it cost?
9. ☐ For how many people?
10. ☐ How many kids do you have?
11. ☐ For how many days will you stay?
12. ☐ Do you have a table for tomorrow?

1 C

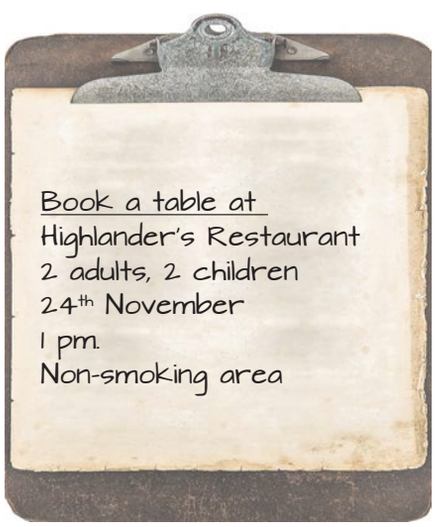
Listen to the three dialogues about booking and list the given phrases under the correct categories. More than one option is possible. Tapescript 5.1

a. check-in	h. what date?
b. with a sea view	i. all-inclusive stay
c. the earliest flight	j. a two- night stay
d. check for the vacancies	k. an aisle seat please
e. make a reservation	l. non-smoking area
f. for how many people?	m. one table for four
g. single room	n. for 4 on 29th October

booking a table at a restaurant	booking a flight ticket	booking a room

1 D

Work in pairs, read the given situations below and choose one of them. Make your dialogue and act it out.



2 A LISTENING - SPEAKING

Study the table and listen to the sentences. Be careful about rising and falling intonation.
Tapescript 5.2

Falling Intonation	Rising Intonation
A question tag with falling intonation means 'I know what I am saying is correct.'	A question tag with rising intonation means 'I don't know what I am saying is correct or not, please answer.'
1. She is bored, isn't she? 2. The exam wasn't hard, was it? 3. You know I don't like watching horror films, don't you?	4. John and Jessica are traveling to India, aren't they? 5. You don't know the way to Garbatella, do you? 6. This isn't your seat, is it?

2 B

Listen to the sentences below and decide if they have a falling intonation (FI) or rising intonation (RI). **Tapescript 5.3**

	FI	RI
1. You won't tell a lie again, will you?		
2. Andrew doesn't like onions, does he?		
3. Sally and Jack have got 2 kids, haven't they?		
4. This is Tom's car, isn't it?		
5. The shops in this town are open late, aren't they?		
6. You don't know where my wallet is, do you?		
7. She isn't going out in this terrible weather, is she?		
8. You can't carry all these bags, can you?		
9. Your car won't work, will it?		
10. They don't know if John is here, do they?		

2 C

Work in pairs and make conversations with your friends as in the example. Be careful about intonation issues in asking and answering questions.

E.g. **Student A** Italy is a very beautiful country, isn't it? (with rising intonation)
Student B Yes, that's right. It has very beautiful landmarks, doesn't it? (with falling intonation)

3 A **WRITING**

Scan the traveler's guide below and match the titles from the box to the places.

a. Food & Restaurants	c. Shopping	e. Accommodation
b. Location and Transportation	d. Sports Activities and Events	f. Sights

Alexandria Traveler's Guide

1. _____
- 8.3 miles to Washington D.C.
- By train (19 min.)
- By subway (29 min.)
- By taxi (12 min.)
- By bike (58 min.)

2. _____
- Paddle boarding
- Biking

3. _____
- B&B hotels
- All inclusive hotels

4. _____
- Waterfront
- King Street
- Torpedo Factory Art Center
- Farmers Market

5. _____
- Waterfront restaurants

6. _____
- Shop in boutiques
- Visit the farmers market

3 B

Now, study the traveler's guide above and prepare a travel guide of a city you have visited using the template given below. Share it with your friends.

Food & Restaurants

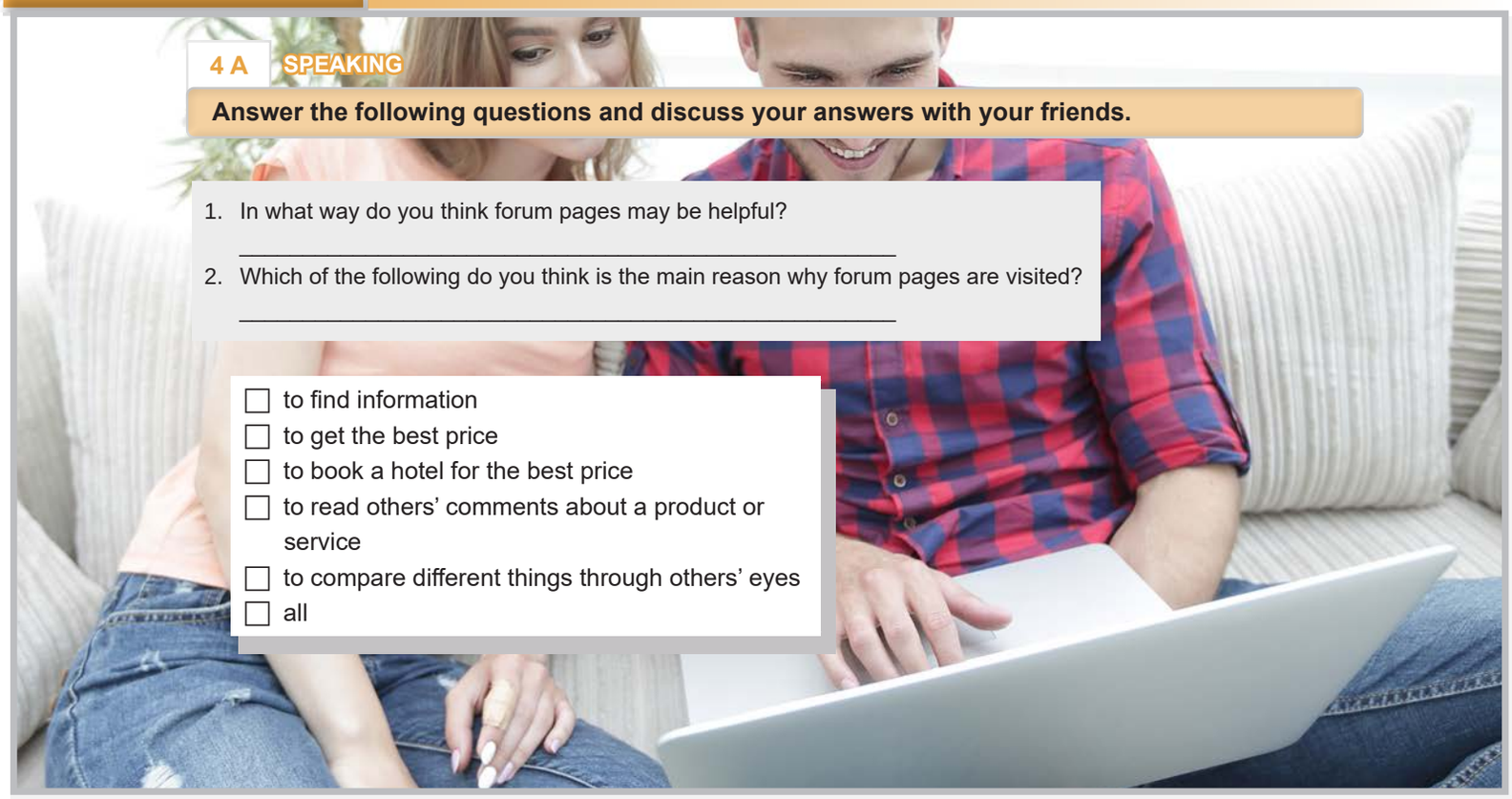
Sports Activities and Events

Location and Transportation

Accommodation

Shopping

Sights



4 A SPEAKING

Answer the following questions and discuss your answers with your friends.

1. In what way do you think forum pages may be helpful?

   _____

2. Which of the following do you think is the main reason why forum pages are visited?

   _____

- ☐ to find information
- ☐ to get the best price
- ☐ to book a hotel for the best price
- ☐ to read others' comments about a product or service
- ☐ to compare different things through others' eyes
- ☐ all

4 B

Read the extracts from forum pages, and match the questions in the forum extracts to a category from the box below.

a. what to do	
b. transportation	
c. prices	
d. weather	

jetpack
administrator
Posts: 2489

1. How did you travel? What are the options?

+19 MARK AS "ACCEPTED ANSWER" LINK REPLY WITH QUOTE REPORT TO MODERATOR EDIT DELETE

kelly
newbie
Posts: 48

- There is a direct coach from Bursa to Bodrum.
- I did a quick check on T-Tours and up to the end of May, it leaves at 00.30, then for the summer season it's at 22.30. Journey takes 9 hrs. Generally the coaches stop at least every 4 hrs for breaks.
- There's no train.
- Flights are available, but from İstanbul. You need a three-hour bus journey to get to İstanbul. I wouldn't recommend that.

+9 MARK AS "ACCEPTED ANSWER" LINK REPLY WITH QUOTE REPORT TO MODERATOR EDIT DELETE

bronco
expert
Posts: 1058

2. What were the prices like? Was it expensive?

+29 MARK AS "ACCEPTED ANSWER" LINK REPLY WITH QUOTE REPORT TO MODERATOR EDIT DELETE

kelly
newbie
Posts: 48

The prices for hotels, food and restaurants may vary. You can get moderate prices with online bookings. All inclusive hotels may also give you better prices. Ask residents about restaurants with lower prices.

+49 MARK AS "ACCEPTED ANSWER" LINK REPLY WITH QUOTE REPORT TO MODERATOR EDIT DELETE

bronco
expert
Posts: 1058

3. What was the weather like in April in Moscow?

+29 MARK AS "ACCEPTED ANSWER" LINK REPLY WITH QUOTE REPORT TO MODERATOR EDIT DELETE

kelly
newbie
Posts: 48

It was far too early for a sun holiday, bronco.

+49 MARK AS "ACCEPTED ANSWER" LINK REPLY WITH QUOTE REPORT TO MODERATOR EDIT DELETE

trixie
newbie
Posts: 102

I was there in April this year. The weather was rubbish- rained a bit& was very cold at night (coats/cardi's needed).

+49 MARK AS "ACCEPTED ANSWER" LINK REPLY WITH QUOTE REPORT TO MODERATOR EDIT DELETE

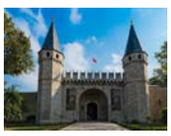
pierce
expert
Posts: 854

4. What should we do in İstanbul?

+59 MARK AS "ACCEPTED ANSWER" LINK REPLY WITH QUOTE REPORT TO MODERATOR EDIT DELETE

kelly
newbie
Posts: 48

There are numerous 'must-see' places. Don't miss Hagia Sophia Grand Mosque, the Blue Mosque, Galata Tower, the Spice Bazaar, the Grand Bazaar and of course the Topkapı Palace. You should also try baklava, Turkish delight and Turkish coffee. Here are some of our pictures.



+94 MARK AS "ACCEPTED ANSWER" LINK REPLY WITH QUOTE REPORT TO MODERATOR EDIT DELETE

jetpack
administrator
Posts: 2489

Your photos are fabulous! I loved looking at them. Part of the joy of İstanbul is taking the time to stroll and discover. It is so big and historical that there is a landmark and trace of the past almost anywhere, and each is worth seeing.

+91 MARK AS "ACCEPTED ANSWER" LINK REPLY WITH QUOTE REPORT TO MODERATOR EDIT DELETE

4 C

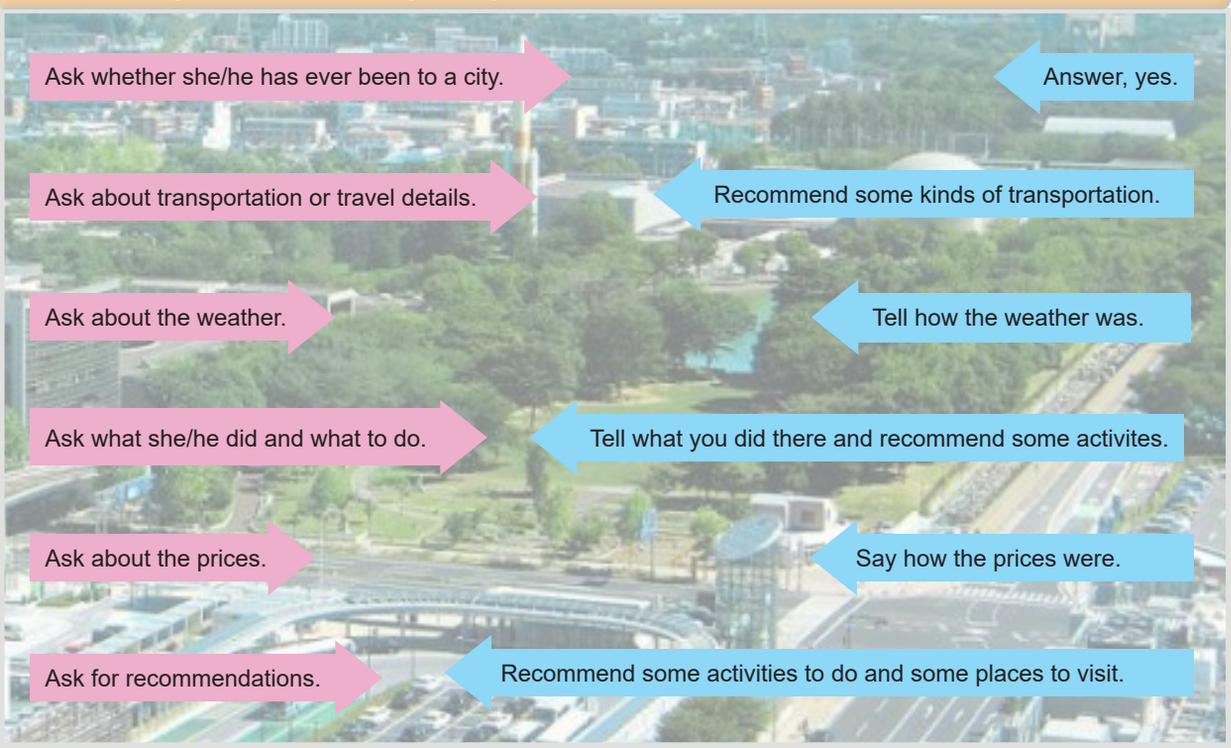
Work in pairs and match the following questions to their answers.

- ☐ 1. Did you like it there and would you recommend it?
- ☐ 2. What was the weather like in June?
- ☐ 3. How did you travel to the Old Town?
- ☐ 4. Did you have a chance to visit the Topkapı Palace?
- ☐ 5. Did it cost much?
- ☐ 6. What would you recommend us to do there?
- ☐ 7. What did you like best?
- ☐ 8. Have you ever been to Chicago?

a. It was rainy but warm.
b. Yes, a few times when I was in the States.
c. I liked their traditional food best.
d. You should go on a boat trip on Lake Van and climb up Mt. Nemrut.
e. Of course, it's the most amazing city I've ever seen.
f. I took the subway.
g. Yeah, fortunately, I could see there on the last day of my travel.
h. The prices for the hotels were expensive but the restaurants and food were cheap.

4 D

Work in pairs. Ask and answer about travel experiences using the instructions to complete it. Then, share your answers orally with your friends.



5 A SPEAKING - WRITING

While sharing holiday experiences and recommendations, which of the following do you think are more helpful? Rate them from 7 (the least helpful) to 1 (the most helpful) and discuss.

- ☐ Accommodation
- ☐ Transportation
- ☐ Sightseeing Spots
- ☐ Landmarks
- ☐ Cuisine
- ☐ Climate
- ☐ Cultural Events
- ☐ Tourist Attractions

5 B

Read the e-mail of Auntie Jane and jot down four items that she mentioned in the text.

1. .....
2. .....
3. .....
4. .....

Mail | Calendar | Address Book | Tasks | Notes | Others

New Message | Refresh | Reply | Forward | Delete | Filter

Inbox (27)
Drafts
Sent
Folder Actions
Junk
Trash
Virtual Folders

From	Date	Size
To: ethan@ethan.com	09:23:26 AM	4 KB

from jane.fritz@ethan.com Today, 09:23:26 AM +03

Dear Ethan,

I hope you are having a good time in Washington D.C. I guess you are busy during the week, but there is a lot to do there. You know I've had holidays in Washington, D.C. several times, and I have visited many places in its vicinity. I'll sometimes e-mail you to recommend some activities and places.

Perhaps, one of the best places nearby is Alexandria. You should see it as soon as possible. It's a great place to explore the waterfront and enjoy the centuries-old architecture and souvenir shops of a lakeside district. When I was there for the last time, three months ago, I liked the sea food best. You should try it. There are several restaurants close to the lake and almost all are nice. I have tried all of them :) Don't worry about the prices.

I have enjoyed the sunny and rainy weather there and either is nice. Don't change your plans due to the weather conditions. Give it a go at anytime. Most love taking a ride on the free King Street Trolley, but I've never tried it. One more thing... Don't miss the oldest farmers market in the country. I've visited it several times, and I'm still thinking of seeing it again. It's special because George Washington sold his products there. It is close to Washington, D.C., so you can take the train, subway or even bike. The last time I was there, I took the train. It is comfortable and cheap. You should try that. You'll become a fan of that place. Let me know when you go there.

Bye, Auntie Jane

5 C

Read the e-mail again and answer the questions below.

1. What does Auntie Jane recommend Ethan to do in Alexandria? .....
2. What did Auntie Jane like to eat most? .....
3. What are her recommendations for transportation? .....

5 D

Ethan and his friends are planning a weekend off. Work in groups. Refer to Auntie Jane's e-mail text in Part 5 B. Decide on the expressions to complete the dialogue and act it out.

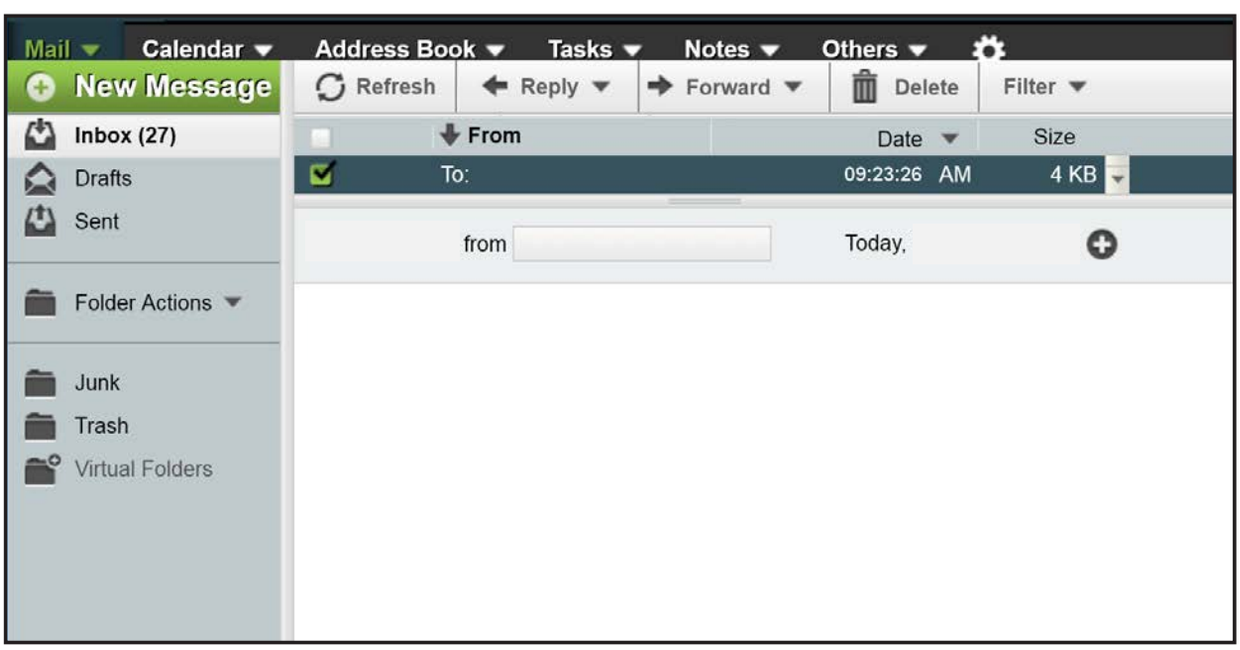
Ethan Well, guys! What should we do at the weekend?
Anastasia How about having a weekend off in a nearby district?
Ethan Any recommendations?
Kuzey I know one!.. Alexandria. A great place.
Anastasia I've heard a lot about that place. It suits me.
Linda OK, then. Count me in. We just need some relaxation.
Anastasia How can we travel?
Ethan (1) ..... It takes about 25 minutes.
Kuzey What else can we do there?
Ethan (2) .....
Linda Will it cost too much?
Ethan (3) ..... My auntie, Jane recommended it to me and I've been studying a travel guide for the district. I'll search for a suitable hotel and book rooms for us.
Kuzey Then, I can search for a restaurant for Saturday dinner and book a table. I'd better help Ethan with the arrangements. We shouldn't push the work off onto him.
Anastasia Go ahead guys! See you.

5 E

Can you see any examples of cooperation in the dialogue above? Why is it important to cooperate? Discuss with friends.

5 F

Imagine that one of your friends will go on a holiday and you have already been to that place. Share your experiences about the place and give recommendations in an e-mail text. Write about some of the items in Part 5 A



6 A SPEAKING - LISTENING

Read the dialogue between the receptionist and Ethan. Then, fill in the gaps with the appropriate information from the dialogue to create a meaningful paragraph.

Receptionist Hotel Alexandria. How can I help you?
Ethan Hello. I'd like to book two rooms for this weekend.
Receptionist OK. Wait a second, please! First of all, may I have your name?
Ethan Ethan.
Receptionist Pardon?
Ethan Ethan Johnson.
Receptionist OK. Thank you. Now, when is it for?
Ethan For this weekend.
Receptionist **You mean,** you'll check in on 10th October?
Ethan No, no! We'll check in on Friday, 9th October and check out on Sunday.
Receptionist And how many rooms do you want?
Ethan Two double rooms.
Receptionist OK. Let me check for the vacancies, sir... Alright, we have vacancies available. Well, you asked for two double rooms, **didn't you?**
Ethan Yes, please.
Receptionist Alright. Let's go over that one more time. Two double rooms from 9th October to 11th October.
Ethan **Yes, that's right.**
Receptionist OK. Could I take a contact number?
Ethan Of course. 321 67 86.
Receptionist So, let me repeat, 321 67 86. **Is that right?**
Ethan **Yeah, that's right.**
Receptionist OK, sir. Your reservation is done. By the way, we are a B&B hotel, you know.
Ethan That suits us. Thanks.

Ethan wants to have a weekend- off in Alexandria. He calls the hotel to (1) ..... two rooms. The hotel has (2) ..... available. They plan to (3) ..... on Friday, 9th October and (4) ..... two days later, on Sunday. The receptionist asks Ethan for a (5) ..... number as part of the booking.

Let's Explore

1. **Study the expressions in bold in the dialogue in Part 6 A and circle the correct option to complete the following statement.**
   The expressions in bold are for .....
   a. refusing b. confirming information

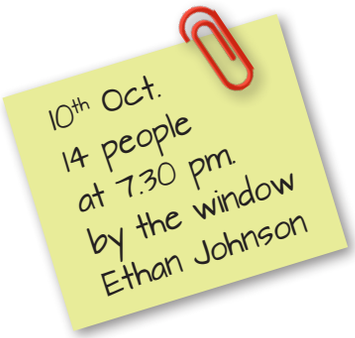
2. **Fill in the missing parts of the dialogue extracts below with a suitable expression from the box.**

- You mean a group?	- Sorry, did you say thirteen people?
- Is that right?	- Let's go over that once more.

- Student A:[1] .....
  Student B: Yeah, for a group.
- Student A: [2].....
  Student B: No, thirty people.
- Student A: [3].....Tables for a group of thirty, for five o'clock tomorrow. [4].....
  Student B: Yes, thank you.

6 B

A receptionist is calling Ethan to confirm a table reservation. Look at the notes taken by the receptionist below. Listen to the dialogue and correct the notes that are taken incorrectly.
Tapescript 5.4



6 C

Listen to the dialogue again and order the expressions that are used to confirm the information.
Tapescript 5.5

- ☐ And you wanted a table for fourteen people, didn't you?
- ☐ Is that right?
- ☐ Is that OK?
- ☐ Do you mean by the window?
- ☐ Well, let me see if I understood correctly.

6 D

Listen to the dialogue again and take part in the dialogue to complete the missing parts. Use the expressions of confirmation from the previous part. **Tapescript 5.6**

7 A READING

What is your favorite type of vacation? Discuss with your friends.

7 B

Read the text and rate the types of vacations from 1 (the least favorite) to 5 (the most favorite).

☐ Glamping ☐ Trekking and Hiking Vacations ☐ All-inclusive Hotels ☐ Cruise Vacations ☐ Sports Tours

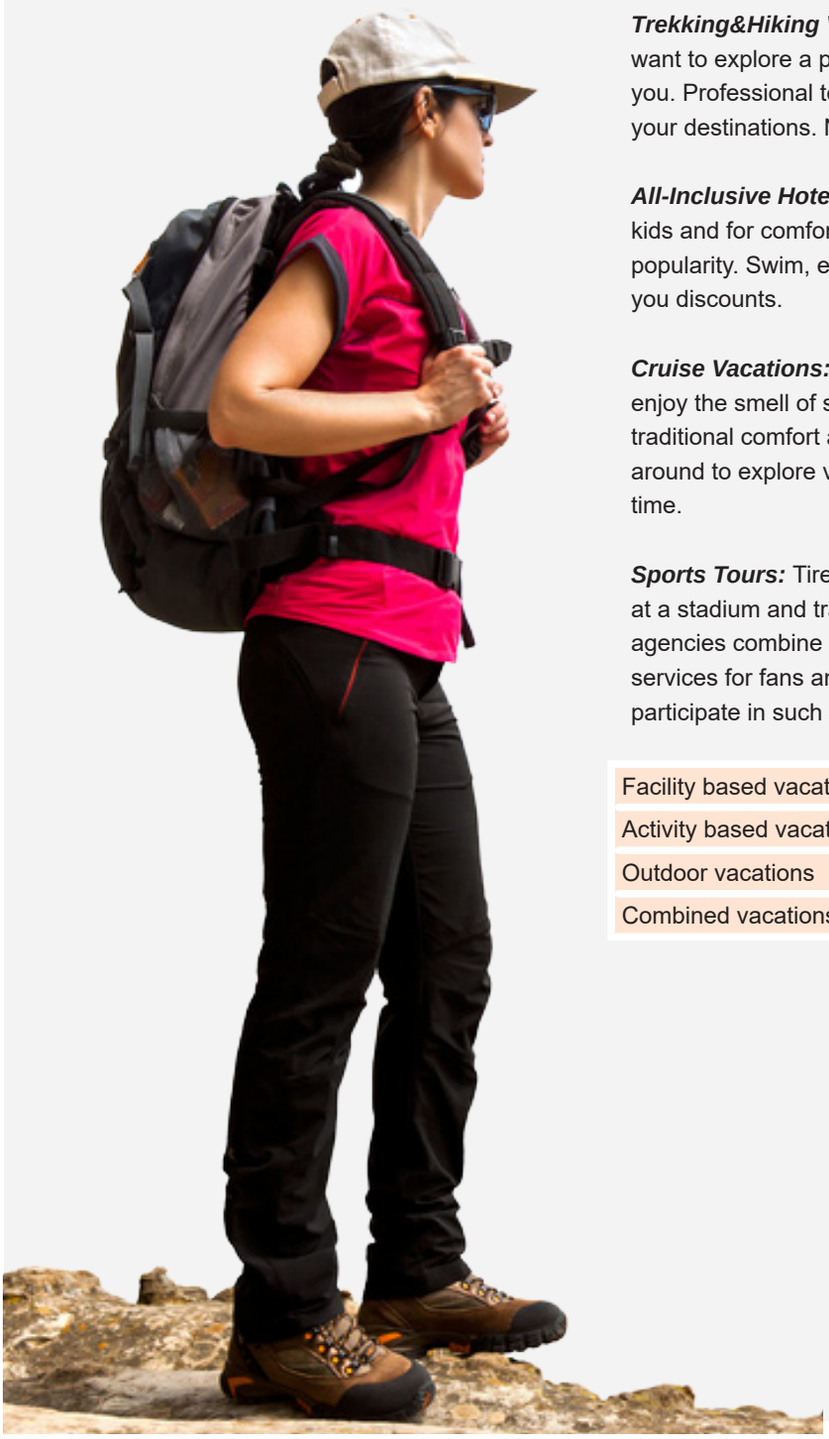
7 C

Read the text again and list the types of vacations in the chart. More than one option is possible.

Brand New Types of Vacation

Changing lifestyles of the 21st century are changing people's understanding of a holiday. People used to dream of days with a lot of sleep and no activity. Therefore, they used to laze around all day at a warm, sunny holiday center. However, that's not the expectation now. As most people live an immobile lifestyle, sitting in their offices as part of today's urban life, they look forward to more things such as the sun, nice weather, culture, nature, activity, etc.'' says Dr. Thomas Dixon of New York. As a result, there is more variety in today's tourism. Here are some types of vacations for today's vacationers.

Glamping: If you think traditional camping is exhausting, there is a new form of it. It is also called luxury camping and it even has all- inclusive forms as the word itself is a blending of *glamour* and *camping*. This new form of camping makes it possible to enjoy nature and outdoor activities in tents with 5- star comfort. You don't have to cook but you may choose to cook for yourself.



Trekking&Hiking Vacations: If you like traveling on foot when you want to explore a place, this is for you. However, no one cooks for you. Professional teams help you make it happen. You can choose your destinations. Note that this is not for comfort-seekers.

All-Inclusive Hotels: Trends may change but for families with small kids and for comfort- seekers, this type of vacation has never lost its popularity. Swim, eat, sleep and have fun. Early reservations can get you discounts.

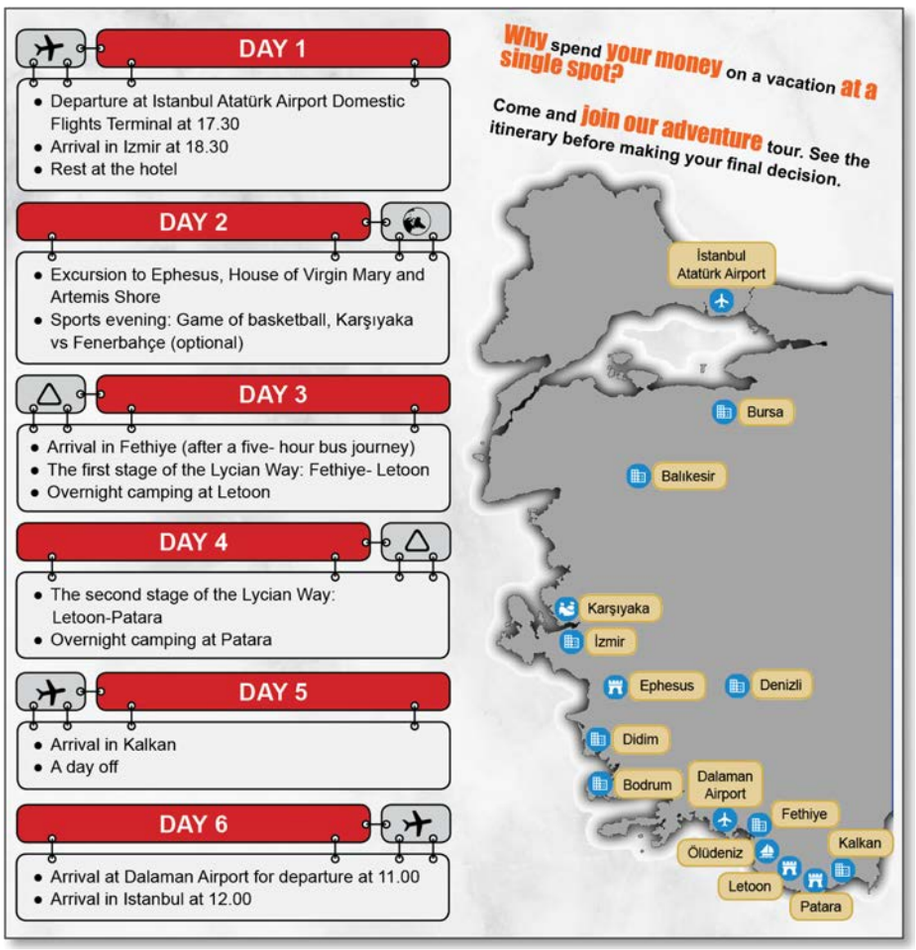
Cruise Vacations: If you are a sea- lover, this is for you. You can enjoy the smell of sea as much as possible while enjoying the traditional comfort and service of cruise ships. You may have to move around to explore various spots close to harbors in a limited amount of time.

Sports Tours: Tiredness from going somewhere to watch a match at a stadium and traveling back in a rush is a thing of the past. Travel agencies combine city tours and cultural tours with sports events services for fans and add to the joy. Obviously, you need more time to participate in such an activity.

Facility based vacations	
Activity based vacations	
Outdoor vacations	
Combined vacations	

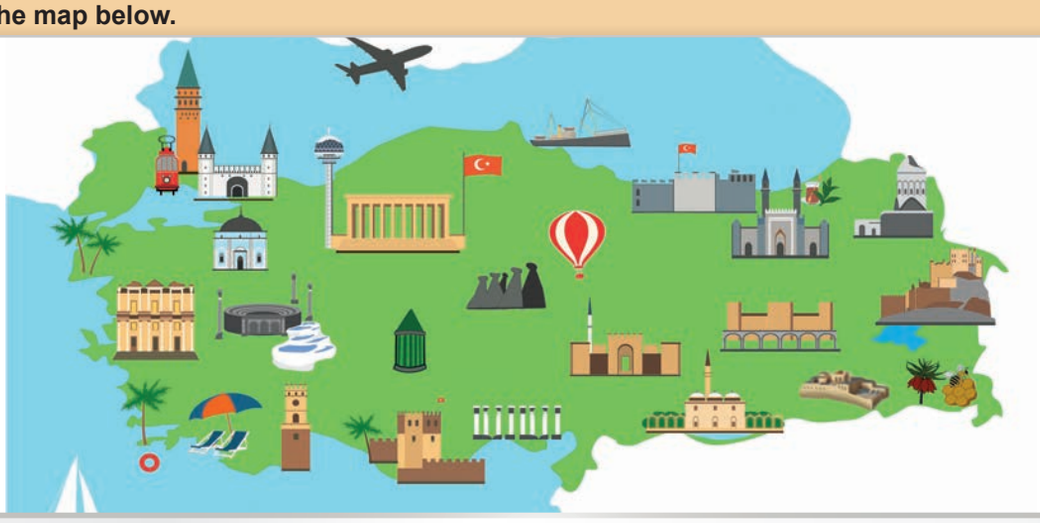
8 A READING

Below is the advertisement of a tour. Read it and draw the route on the map given according to the itinerary.



8 B

Work with your partner. Plan a cultural and touristic tour around your region, and draw its route on the map below.



DON'T LISTEN TO WHAT THEY SAY, GO SEE.

Anonymous

THEME 6

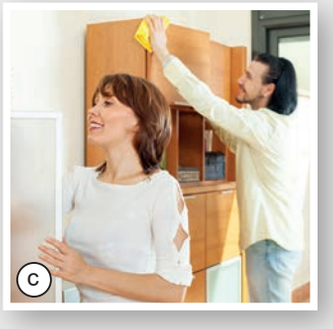
HELPFUL TIPS

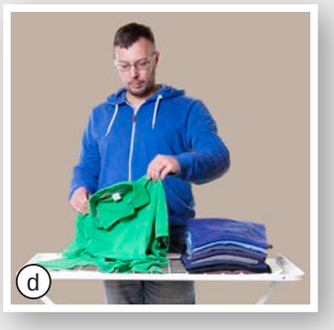
FUNCTIONS

- Giving and receiving advice
- Talking about rules and regulations
- Talking about consequences

1 A SPEAKING

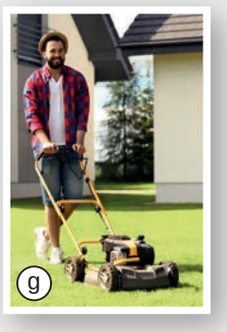
Match the verbs to nouns in the box to form collocations related to household chores. More than one option is possible.





the dishwasher
the refrigerator
the bed
the floor
the bottles
the clothes
the shopping
the lawn
the bed linens
the furniture

1.	vacuum	.....	6.	make	.....
2.	wash	.....	7.	mow	.....
3.	fold	.....	8.	empty	.....
4.	dust	.....	9.	recycle	.....
5.	clean	.....	10.	do	.....



1 B

Look at the images above and match them to the expressions in Part 1 A.

1 C

Read the dialogue below and find out the way Ethan and Kuzey's families handle household chores.

Ethan I can't remove the wrinkles of this shirt.
Kuzey Let me see it. Oh, you can't do it this way. The fabric is rough.
Ethan What should I do?
Kuzey You should spray water on it. It'll be easy, then. The next time you iron something, do it when the shirt is still lightly damp.
Ethan I see. Kuzey, I wonder how you have learned so many things about household chores.
Kuzey Experience is the best teacher. There is a close cooperation in the household chores in our family, so everyone can do almost all the household chores.
Ethan You mean, you can cook and clean the house as well?
Kuzey Even more. It's because we have to support each other. My parents are academicians, you know, and they may sometimes be late or away for academic work and conferences. When they are away, my sister and I do the cooking, wash up, do the laundry, iron our clothes and dust the furniture.
Ethan Dust the furniture?
Kuzey Yes. I always do that at home. My parents are both allergic to dust, so that's my job, but usually they do most of the work for us when they are at home, especially when we have exams. Then, I do simple chores such as taking out the garbage, clearing the table. What about you Ethan?
Ethan Everyone has certain tasks in our family. For example, I take out the garbage and load the dishwasher. My sister does and hangs out the washing. My father usually works till late hours, so he cannot help us with the chores. I can't say we have a good cooperation like yours.

1 D

Which family's style is better? Discuss with your friends.

1 E

Talk about what kind of household chores you are responsible for in your family.

2 A READING - SPEAKING

Look at the picture and discuss the answers to the questions in the box.

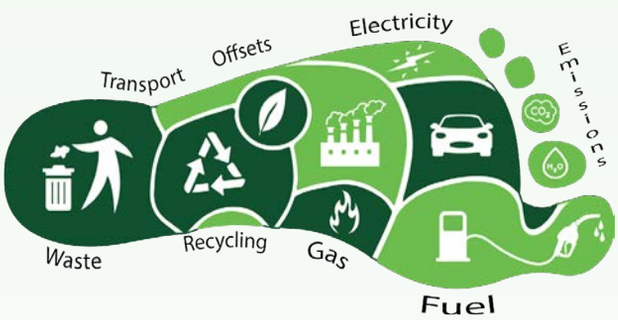
1. What does the picture tell you?
2. How is it related to using energy sources?

2 B

Below is the first part of a text. Read and decide which of the statements below we can infer from it.

- ☐ Higher carbon footprints are threats to the planet.
- ☐ Our choices play a vital role in lowering carbon footprints.
- ☐ Environment- friendly activities contribute to one's carbon footprint.

While some scientists are working day and night to discover alternative renewable energy sources, others are focusing on reserves of fossil fuels such as coal, oil, etc. because they will run out soon. Calculations are very important for energy sources, because we need to find out how much people use, should use and our needs for the future of the planet and environment. Carbon footprint calculations make it easier. Greenhouse gas emissions from people's and organizations' productions and consumptions are their carbon footprints. You have your carbon footprints, too. With your choices, you add to your carbon footprints or help with a healthier environment. For example, if you choose to walk to work, your carbon footprint will not increase, because you haven't caused emissions from your car. However, if you choose to drive but not walk, you will add to your carbon footprints with emissions from the car. Your choice has damaged humanity in two ways; you have used oil, a kind of fossil fuel, and emitted harmful gases into the atmosphere. If you switch your heater to 19^{0}C instead of 20^{0}C, it will generate less energy, so you will lower your carbon footprint. Knowing the amount of the damage and the causes is a great advantage and we should act wisely. There is a close relationship between using, wasting energy sources and carbon footprint levels. Therefore, we had better seek for ways of lowering carbon footprints, in other words, using energy sources wisely. Here are some helpful tips:



2 C

Complete the following statements depending on your inferences from the reading in Part 2 B.

1. If you turn down your heater, ...
2. If you reduce the temperature while your air conditioning is on, ...
3. If you use energy sources wisely, you can.....

2 D

Read the second part of the text on page 74 to find out further details and helpful tips about using energy sources effectively for lower carbon footprints.

Food consumption

- You should begin trying not to waste food. Only buy or order what you need. It is also important to eat local and seasonal produce for various reasons. If you eat local and seasonal food, you will enjoy it when it is fresh and will also help with energy consumption because the distance from farm to plate requires less fuel.

Electricity/household energy

- Air conditioners are real energy wasters. Therefore, you had better turn down the heat and the cold. If you reduce the temperature by just 1^0C, you can cut 5- 10% off your family energy bill and avoid up to 300 kg of CO_2 emissions per person per year.
- You should always remember to keep your fridges away from cookers or boilers as they consume much more energy when they are close to each other. If you keep them apart from each other, you will save significant amount of energy.
- Use energy- saving light bulbs. If you buy energy- saving light bulbs, you will pay more for them. However, they will pay off in time as they last up to 10 times longer, and may save up to 400 kg of CO_2 emissions over their life times.
- There are two very common energy wasters; leaving appliances on standby and keeping mobile phone chargers plugged when you are not using them. They still drain energy. You'd better quit doing so from now on. Remember that the more electricity you use, the more water, the more coal, the more natural gas, the more energy sources you waste. Unfortunately, if we run out of these energy sources, our children may suffer much.

Water

- If you only boil just enough water for your cup of tea, you could help save a lot of energy. If you turn off the tap while brushing your teeth or shaving, you can save several liters of water per person per day. Remember that underground water sources are going deeper, and the world without water is no longer a place to live on. You should also avoid drinking bottled water as it has large environmental and economic costs because of plastic bottle production and transport. When you have to get water in plastic bottles, buy intelligently. If you buy one bottle of 1.5 liters instead of three bottles of 0.5 liters, you will have lower carbon footprint equivalent to two plastic bottles and their transport.

2 E

Read the text again above and check whether your inferences in Part 2 C are true.

Let's Explore

1. Study the sample sentences below, from the text and choose the correct option to complete the statements about the rule correctly.

If you eat local and seasonal food, you will enjoy it.
If you buy energy-saving light bulbs, you will pay more for them.
If we run out of these energy sources, our children will suffer much.

The writer uses these statements to express...

a. an unlikely situation **b.** an unusual situation or outcome **c.** a likely or possible outcome or consequence.

2. Match the following halves to make meaningful sentences.

1. There will be fewer accidents
2. If you follow the doctor's advice,
3. We will have to cancel the picnic
4. If people know the carbon footprint values of products,
5. If we score an early goal,

- ☐ a. if it rains heavily.
- ☐ b. the rival team footballers will be nervous.
- ☐ c. they can save energy.
- ☐ d. you will get well soon.
- ☐ e. if drivers and pedestrians obey the rules.

2 F

Below are incomplete sentences. Work in pairs. Refer to the text in Part 2 C and write conditions or consequences for them as in the example.

E.g. If you choose to get seasonal food, you will enjoy it when it is fresh.
condition **consequence**

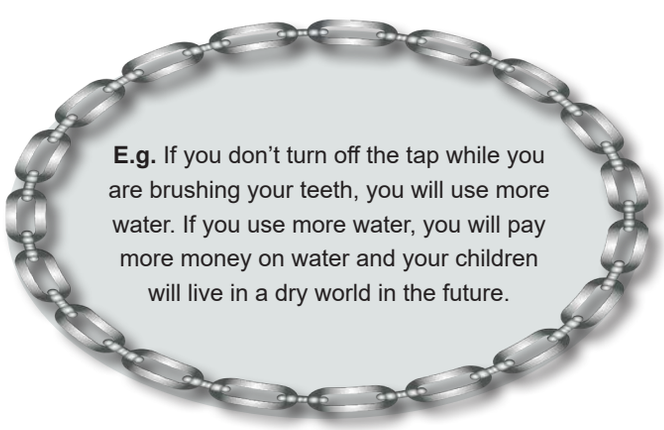
..... if you choose a lower temperature of 1°C.
consequence

If you leave mobile phone chargers plugged when you are not using them, ...
consequence

You will use several liters of less water .....
condition

2 G

Now, create your 'if chains' to express consequences of wasting energy sources as in the example and share your chains with your friends orally.



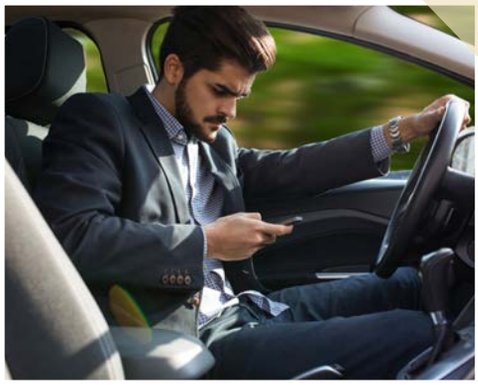
3 A READING - WRITING

Look at the pictures below and discuss what is happening in each picture. Then, read the statements and write whether you agree (A), disagree (D) or are neutral minded (NM).

1

2

3



4

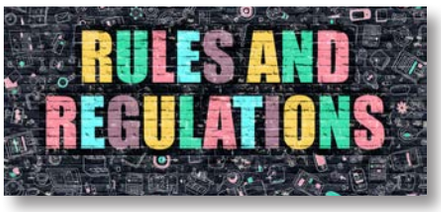
1. ..... You can check messages while driving.
2. ..... If you are in a hurry, you can park wherever you want.
3. ..... Whatever the condition is, the driver mustn't use mobile phones while driving.
4. ..... The referee must show red card even for accidental fouls.
5. ..... If the waste bin is full, people can dump their waste around.
6. ..... Drivers must park in between the parking lines.
7. ..... All players must obey the rules of the game.
8. ..... People mustn't leave their rubbish around.
9. ..... The referee may not show cards in some positions.
10. ..... If the car is going at a slow speed, the driver can use his/her mobile phone.

3 B

Discuss why rules and regulations are necessary.

3 C

Read the passage and find out whether the writer is of the same opinion as you or not.



Most may see them as boundaries of personal liberty, but the truth does not say that. It's rules and regulations that make it possible for us to enjoy our rights as individuals.

Rules and regulations may sometimes be boundaries as well as guides and insurance against damages. That depends on how we take it. They are boundaries for disrespectful, unlawful, illegal actions or people as there are punishments for them. They are guides for order if you want to do things in a respectful way and to avoid danger and threats such as a road sign telling you to slow down because there is a school ahead. It is there to protect pupils and you from an accident. "In a world with billions of people, we cannot rely on jungle laws. It would be the world for the stronger, then. Some men would come and put you out of your beautiful house just because they are stronger than you. Or, we would hire our own super men to protect our belongings and rights." says Sociologist Mary Hingis of Oklahoma, and she advises: "We should see rules and regulations like life jackets on a boat, like railings by the stairs." Then, things will be easier. If someone comes to you and says "Sorry. You mustn't smoke here or you are not allowed to take pictures." you shouldn't see it as a boundary of your liberty. Instead, you should keep calm and remember that the rule is there to prevent damage from smoke or to protect a historical work from damage from the flashlight. Similarly, you should think that you will have a safe flight when security people remind you that you have to take off your coat and belt at an airport gate.

You should also pay your taxes on time, as they are sources of income for the state. Without a powerful state organization, rules, regulations and laws will not run effectively. You shouldn't do it just because you have to do it, but because it's for your good, for justice and your individual rights.
Today, modern societies have created their rules and regulations for many fields of life. However, if you have no idea or knowledge about a rule or regulation, you should remember that your action should not damage others and nature. After all, all are for people and nature's good.

3 D

Take a quick look at the text and fill in the table below.

Rule and Regulation	Purpose
Slow down, school ahead.	To protect the driver and pupils from an accident.

3 E

Read the text and underline the expressions that are used to give advice.

3 F

Read the text again and find out what Mary Hingis advises readers to do about the following.

When someone warns us of a rule	
Paying taxes	

3 G

Look at the table in Part 3 D and use the data in it to create a short paragraph on consequences when you don't obey rules, as in the example below.

E.g. Rules and regulations are for order and for your good. When a road sign tells you to slow down because there is a school ahead, you should remember that this is to protect the driver and pupils from an accident. If you don't obey the rule and drive fast, you yourself, a pupil or a teacher may suffer an accident.

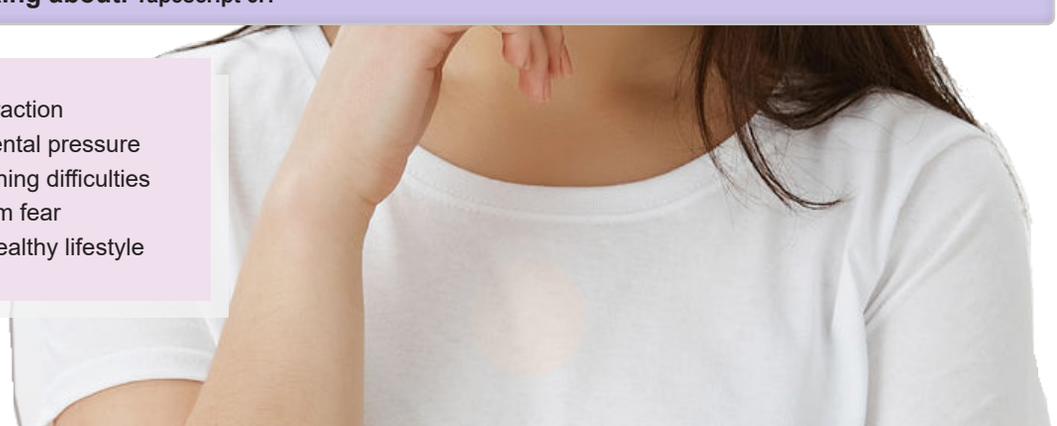
4 A LISTENING

Below are some youth problems. Discuss which ones may be more common among teenage students and schools.

parental pressure
peer pressure
tests and exam
fear
distraction
learning difficulties
unhealthy lifestyle

4 B

Mr. Davis, the school principal and Jammie, the school counselor are discussing the results of a survey on common youth problems in their school. Listen and tick the problematic situations they are talking about. Tapescript 6.1



- ☐ distraction
- ☐ parental pressure
- ☐ learning difficulties
- ☐ exam fear
- ☐ unhealthy lifestyle

4 C

Now, discuss how common these situations are at your school.

4 D

Jammie, the school counselor is having a phone call with her friend Professor Juliana Anderson. Listen to the dialogue and fill in the blanks with the expressions of advice.

Tapescript 6.2

Jammie Hello, this is Jammie speaking.
Juliana Oh, Jammie. Nice to hear from you again. How are you?
Jammie Fine, Juliana. I'm calling to ask you for help.
Juliana With what?
Jammie Well, we have a project as the school counseling service. We have some data from a survey on youth problems in our school and we need your expertise to cope with these problems.
Juliana What problems do you have at the top?
Jammie Well, it is distraction at the top. I mean, distraction from studying. 1. ..... about that? I suppose traditional methods don't work. Trying to convince doesn't work.
Juliana Well, there may be many reasons behind that, you know. First, 2. ..... find the specific reasons and focus on them.
Jammie 3. ..... do new surveys?
Juliana It'll be of help if you don't have data for that.
Jammie You are right Juliana. I'm afraid, I need your help to create a new survey to find out the specific reasons.
Juliana I'll be happy if I can be of any help, but you 4. ..... visit me by Friday because I'll be very busy next week.
Jammie OK. I have some free time tomorrow afternoon. Does that suit you?
Juliana Two o'clock is great. See you, then.
Jammie See you.

4 E

Below are some jumbled extracts from Prof. Juliana Anderson's handbook on common youth problems & solutions for school administrators. Match each to two solutions suggested.

Dear Colleagues,

Please find common problems among youths below and suggested solutions to them.

PROBLEMS

1. Exam Fear ☐ ☐

2. Unhealthy Lifestyle ☐ ☐

3. Bullying ☐ ☐

4. Parental Pressure ☐ ☐

SOLUTIONS

a	Teach your students to plan well for exams because better preparation causes them to feel more confident and confident students have less or no stress.
b	Do workshops with parents about caring their kids. They should be aware of the difference between caring and overcaring.
c	Ask the theater club to prepare plays on impacts of violence against people.
d	Develop a whole school physical activity policy, and encourage all staff and students to be physically active. Then implement, monitor and evaluate it for impact.
e	Train the school staff for bullying matters and ways of coping with it, within the rules & regulations.
f	Remind your students and parents that failure may sometimes be a natural part of learning and that we should focus on getting better.
g	Develop and adopt a whole school food policy.
h	Teach your students effective studying and relaxation techniques.

Professor Juliana Anderson, Ph.D.

5 A WRITING

Do you think duration and time of courses change your motivation? Discuss with friends.

5 B

Below is a letter of advice from Professor Juliana Anderson to Jammie. Study the letter and answer the questions related to the functions of the paragraphs.

Salutation

Introduction

Body Paragraph 1

Body Paragraph 2

Conclusion

Closing

Dear Jammie,

Thank you for asking me for advice. I have read the survey results and studied the system of your school to make good decisions. I hope my advice will be of help to your school.

First of all, the administration should change the duration of lessons. Most students complain about 50 minute lessons. As you know, most people, especially teenagers do not have long attention spans and they may easily lose their interest in the lesson. It may be a good idea to make it 40 minutes.

Another reason for distraction seems to be the timetable. You had better request the administration to change the timetable. Some subjects require more attention, but we see that subjects of this sort such as chemistry, literature and physics are mostly in the afternoon. A change will make it easier for the students to keep motivated.

In conclusion, changing the class duration and timetable will probably help you to fight the distraction problem in your school. Let me know about the results.

Best.

Which paragraph ...

1. is for starting the advice?
2. is for giving some more advice?
3. is for expressing good wishes?
4. is for showing the writer's purpose, awareness and tolerance about the problem?

5 C

Susan asked psychologist Diane Jason for help when she couldn't agree with her parents on the way she used her smart phone. Below is a jumbled letter of advice from the professor. Put its parts into the correct order. Write the numbers in the blanks beside the paragraphs and expressions.

..... Finally, I hope that following my advice will help with this problem. Discuss the problem with your parents and you will see things will change.

..... Dear Susan,

..... Second, it might be a good idea to convince your parents that sharing with friends is a social and psychological need and it helps you a lot, and smart phones are a good way of doing this. You should also tell them that it doesn't prevent you from studying, and show this to your parents. You should remember that being sincere and honest is vital in a family.

..... Good Luck,

Diane Jason.

..... First, you should try to agree to communicate with your friends until a certain time and to avoid using smart phones unnecessarily. Then, let your parents know about this. Soon, they will see your attempts as a good step. Remember that they are not worried about your using the smart phone but its impacts.

..... Thank you for asking me for advice. I have read your letter twice as I didn't want to miss any small details about your problem. Relax because this is not an insolvable problem. I hope my advice will help you.

5 D

Imagine that you are a professor of psychology and a school administrator needs your advice about problems of youth. Write an advice letter to him/her. Refer to Professor Juliana Anderson's handbook in Part 4 D for some problems and solutions if necessary.

6 A LISTENING - SPEAKING

Listen and study the intonation in advice structures below. Be careful about rising and falling intonation. Tapescript 6.3

Falling Intonation	Wh- Questions	What should I eat?
	Statements	You should see a doctor.
	Yes/No Answers	No, she shouldn't.
Rising Intonation	Yes/No Questions	Should I take an aspirin?
	Statement questions	You shouldn't drink cold water?

6 B

Listen to the sentences below and decide if they have a falling intonation (FI) or rising intonation (RI). Tapescript 6.4

	FI	RI
1. Who should she call?		
2. We shouldn't sit in the sun.		
3. Should we study tonight?		
4. Yes, they should.		
5. Should he take a different job?		
6. You shouldn't drive at night.		
7. They should sleep early.		
8. You shouldn't get angry easily.		
9. Where should we go for dinner?		
10. Should you go now?		

6 C

Work in pairs and make conversations with your friends as in the example. Be careful about intonation issues in asking and answering questions.

E.g. **Student A** What should I do to lose weight?
Student B You should go on a diet.

THE EARTH DOES NOT BELONG TO US; WE BELONG TO THE EARTH.

Marlee Matlin

THEME 7

FOOD & FESTIVALS

FUNCTIONS

- Talking about national and international festivals
- Describing actions and processes

1 A READING - LISTENING

Work in pairs. Read the quotes and decide what kind of festivals, events and celebrations from the box they are related to. More than one option is possible.

religious festivals	national days and festivals	new year and season festivals	food and cookery festivals

"Each sunrise and new year should give you new hopes."

Anonymous 1

.....

"Your diet is a bank account. Good food choices are good investments."

Bethenny Frankel 2

.....

"Sovereignty belongs unconditionally to the people"

M. Kemal Atatürk 3

.....

"Cooking is all about people. Food is maybe the only universal thing that really has the power to bring everyone together. No matter what culture, everywhere around the world, people get together to eat."

Guy Fieri 4

.....

"When you rise in the morning, give thanks for the light, for your life, for your strength. Give thanks for your food and for the joy of living. If you see no reason to give thanks, the fault lies in yourself."

Tecumseh 5

.....

"Today is the best day of this land on which we laid our roots!
Happy 29th October, Republic Day of Turkey!"

Anonymous 6

.....

1 B

Take a quick look at the text and find out which festival each picture is related to. Write the names of the festivals below the pictures.

a. .....

b. .....

c. .....

d. .....

As the saying by *Siddharth Katragadda* goes, the greatness of a culture can be found in its festivals. Cultures of the world have observed and enjoyed some days, weeks or months as festivals or celebration events, and all reflect samples of their cultures; from religious practices to national celebrations, from sports organizations to art events. Here are some of the international festivals, celebrations from various cultures of the world.

1. Chinese New Year

Chinese New Year is the greatest festival of China. It is the largest festival and holiday for the country as the celebrations run from Chinese New Year's Eve, the last day of the last month of the Chinese calendar, to the Lantern festival on the 15th day of the first month. It is also known as the Spring Festival. The arrival of the new year is celebrated. Dragons, fireworks, symbolic clothing, flowers, lanterns, etc. are displayed during the celebrations. The traditional lion dance is also performed at the festival.

2. Pingxi Sky Lantern Festival

Pingxi Sky Lantern Festival is one of the biggest cultural events in Taiwan. It falls on the 15th day after the Chinese New Year. The exact event location is announced by the municipality every year. The purpose is to bring people together to make wishes and be part of incredibly beautiful scenes and moments. There are, of course, other events within the festival but the main festival event is group releasing events. Groups release lanterns into the sky, with their wishes attached to them. The Bureau of Tourism provides lanterns at some certain points.

3. Diwali

Diwali is India's biggest and most important holiday of the year. It is as important to people of India as the Christmas is to Christians or Eids to Muslims.

Originally, it is a spiritual, religious festival, but over the centuries, it has also become a national festival. As India is diverse in faith, the festival means different to all, but the main reason for the celebration is the victory of the good over evil. A large colorful statue of an Indian elephant forms the special part of the decoration at the festival.

There are different activities for each day of the festival. On the first day, people usually clean homes, shop for gold and kitchen utensils because they believe it will bring good luck. The second day is for home decoration with clay lamps and creating design patterns on the floor with colored powders or sand. Time for the family gathering and feasts is the third day. Firework festivities are also on this day. The fourth day is the first day of the new year. Friends and relatives visit each other to give gifts and best wishes. The last day is for brothers to visit their married sisters and to have a big meal.

4. Winterlude

Winterlude is Canada's, especially the Capital's, annual winter celebration. The purpose is to bring fun and joy to the winter. It lasts for three weeks with intensive weekend activity programs.

During the festivals, snow and sculpture competitions are arranged, snow playgrounds are constructed, sporting and skating events are organized. Sports, arts, fun, excitement await you during Winterlude.

1 C

Read the text and fill in the diagram by putting a tick below the themes that are related to the festivals given. More than one option is possible.

Festivals \ Themes	Art	Food	New Years/ Seasons	Religious Events
Pingxi Sky Lantern Festival	◯	◯	◯	◯
Diwali	◯	◯	◯	◯
Winterlude	◯	◯	◯	◯
Chinese New Year	◯	◯	◯	◯

Let's Explore

1. Study the following sentences from the text. Then, circle the best options below to complete the sentences about the rules for the passive voice.

- "... competitions are arranged. "
- "The arrival of the new year is celebrated."
- " ... event location is announced by the municipality."
- " Sporting and skating events are organized."

1. The focal point is...
   a. who did the action.
   b. not who did the action.

2. The ..... form of the verb follows the verb 'be'.
   a. past simple
   b. past participle

2. Match the two halves to make meaningful sentences by following the rules above.

1. Switzerland is...
2. Ramadan festival is...
3. The warranty paper is...
4. The Taj Mahal is...
5. Unfortunately, some animals are...
6. Football is...
7. These cars are...

- ☐ a. given with the product when you buy it.
- ☐ b. visited by millions of tourists every year.
- ☐ c. known for its chocolate.
- ☐ d. made in Japan.
- ☐ e. killed for their furs.
- ☐ f. liked all around the world.
- ☐ g. celebrated in Turkey every year.

1 D

Below are sentences to describe Antalya International Sandland Festival. Work in pairs and place them into the paragraph. Pay attention to sequencers. Then, listen and check your answers. Tapescript 7.1

Sand sculptures are made.	The date for the festival is announced.
An area on the beach is provided for the sculptors.	The area is visited by people.

Antalya Sandland Festival:
Imagination Through Sand

First, (1) ..... on the Net. Then, (2) ..... Next, (3) ..... and finally, (4) ..... .

2 A SPEAKING - WRITING

Below are some of the most common expressions related to festival and celebration processes. Which one/s do you think you are familiar with in your country? Put a tick.

- ☐ Best wishes messages are sent.
- ☐ Gifts are given or exchanged.
- ☐ Poems are recited.
- ☐ Relatives, friends are visited.
- ☐ Special meals are cooked.
- ☐ Homes, buildings and streets are decorated.
- ☐ Fireworks are launched.
- ☐ Artists and writers are invited.
- ☐ Special costumes are worn.
- ☐ Street parties are organized.
- ☐ Fancy dresses are worn.
- ☐ Candle-lit parade of boats are performed.

2 B

Look at the pairs of national and international festivals below. Pick one from each pair and describe them using the data about them.

National Sovereignty and Children's Day
When: April 23
How long: 1 day
Where: Turkey
Main events: Parade, folk dances

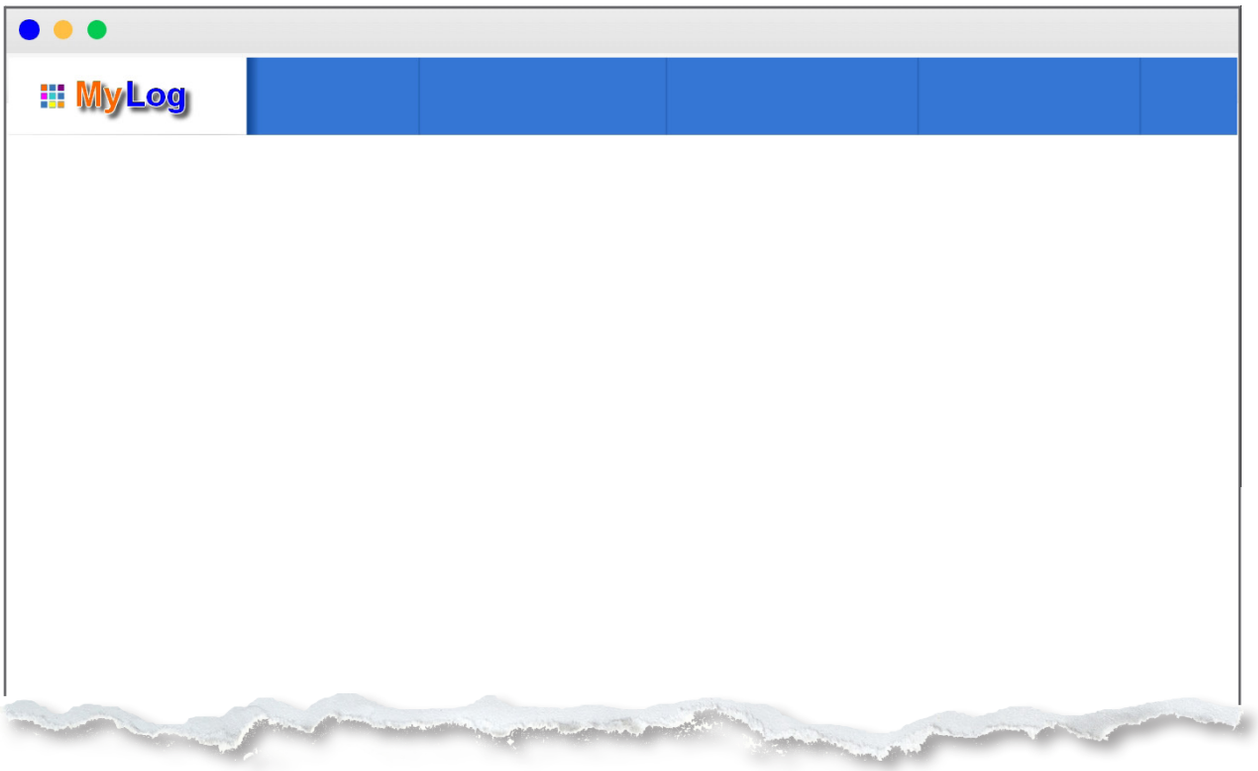
Maritime and Cabotage Day
When: July, 1
How long: 1 day
Where: Turkey
Main events: Laying wreaths onto sea, boat shows

White Nights Festival
When: June 11- July 2
How long: 3 weeks
Where: St. Petersburg, Russia
Main events: Scarlett sails, fireworks

Ramadan (Eid Al-Fitr) Festival
When: at the end of Ramadan
How long: 3 days
Where: Islamic countries
Main events: Family visits, specific prayers

2 C

Write the processes of your favorite festivals on the blog page below. You can use the information in Part 2 A/B.



3 A SPEAKING

Read and find out which of the expressions from 2 A are included in the dialogue.

Ethan What's that music, Kuzey?
Kuzey Oh! It's the music from a festival.
Ethan It sounds like a march. What festival is it?
Kuzey You are right. It is a march from the Republic Day celebrations. This is last year's video. I was in Turkey, then.
Ethan Who are those with you?
Kuzey Family members and friends.
Ethan It's very crowded, there.
Kuzey It is. It really is. Turkish people are sentimental. We celebrate national and religious festivals enthusiastically.
Ethan When and how do you celebrate it? Can you tell me more about that?
Kuzey With pleasure. Turkish Republic Day is celebrated on 29th October every year. It is considered as one of the most important national festivals due to the foundation of the republic. A public holiday is observed. Groups from schools and people of all ages visit the festival spots to join the morning celebrations. Usually stadiums and squares are used as the celebration spots. They are decorated with flags. Parades are held and various shows are performed.

Ethan What do the shows include?
Kuzey They usually include reciting epic poems, folk dance performances and field choreographies, and some sports shows. People are not charged for public transport. Flags and torches are handed out for free. Torchlight processions and concerts are arranged for the evening. Fireworks shows are also included.
Ethan Great! I'd like to see one of those celebrations some day.
Kuzey It'll be my pleasure to host you.

3 B

Read the dialogue again. Then, answer the comprehension questions.

1. When is the Republic Day in Turkey? .....
2. What does the festival celebrate? .....
3. What are the preparations for the Republic Day? .....
4. How do people feel during the day? .....
5. What are the main activities of the festival? .....

3 C

Work in groups. Discuss what the following questions aim to learn. Choose from the categories in the box.

1. When is it celebrated?
2. How does it impact people?
3. Why is it special?
4. How do people prepare for it?
5. Why is it celebrated?
6. What are the main events/activities?
7. What happens during the day/festival?
8. What do the preparations include?
9. What makes it important?
10. When does it take place?
11. What are the general impressions?

Time	
People feelings and opinions	
Preparations	
Events and Activities	
Reasons	

3 D

Work in pairs. Take it turns to learn about and introduce national and international festivals. Refer to the information in Part 2 A and 3 C.

4 A READING

Work in pairs. Talk about your favorite dishes and their ingredients. Then, discuss whether they are healthy or not.

4 B

Look at the national dishes below and guess their countries from the box.

Japan	Spain	Turkey	Thailand

1. .....

2. .....

3. .....

4. .....

4 C

Now, take a quick look at the text and see whether your answers are true.

4 D

Read the text below and find out which cuisine/s may be good for you.

Because of the need for traveling more often, knowledge about world cuisines has become more important recently. You may complete your business trip without any problems at all, or may have to spend a lot of time in local restrooms instead of your destination due to digestive problems. Food traveler Gary Richards advises travelers to learn about general characteristics of the world's well-known cuisines. ''Knowing about the basic ingredients and components of a cuisine may help you much as a traveler. You may enjoy more or suffer.'' says Richards. We have searched for you. Here are general features of some of the world's best-known cuisines:

Thailand: Like any other Asian cuisine, rice is the main component in this cuisine. It is known for the perfect balance of all four main taste senses including sweet, sour, bitter and salty. Thai dishes are normally prepared with less spice. Some of the most popular Thai dishes to try are shrimp soup, green papaya salad, Tom Kha Kai (chicken in coconut soup), red curry, fried rice, Thai style fried noodles, and green chicken curry.

Japan: Soup, sushi, meat and tofu are some of the best-known Japanese cuisine members. Rice is considered as the health saver in Japan and eaten very often. The Japanese are also keen on seafood. Japanese cuisine is popular because it is low in fat and light to digest. The Japanese focus more on health than taste, yet, Japanese food is consumed all over the world and chefs have tried to create new trends of the traditional dishes.

Spain: People generally turn to Spanish food when they want something light and leafy. It is famous for fish, meat and leafy vegetables. Oil is used in higher amounts in most dishes probably to balance the heavy seafood influence. Spanish cuisine offers a typical Mediterranean diet. You should try croquettes (with Atlantic cod fish), tortilla Espanola (Spanish omelet), pisto (Spanish ratatouille), octopus, famous Spanish bean stews and salads, paella and fried milk if you go to Spain.

Turkey: Turkey is very serious about taste for its food. Turkish people cook every single vegetable in the world, and in the tastiest way possible. Due to the location of this country, some seafood influence cannot be ignored. Turkish cuisine is also famous for its desserts free of sugar. Different flavors are used to make desserts sweet, healthy and tasty. Iskender kebab, Turkish delight, mantı, baklava, shish kebab, karnıyarık, simit (street food similar to pretzel and bagel), Turkish ice cream and Turkish coffee will leave unforgettable tastes in your mouth.

4 E

Read the text again and tick the boxes in the table. Some cuisines may be both health focused and taste focused.

	Thailand	Japan	Spain	Turkey
Health focused				
Taste focused				

4 F

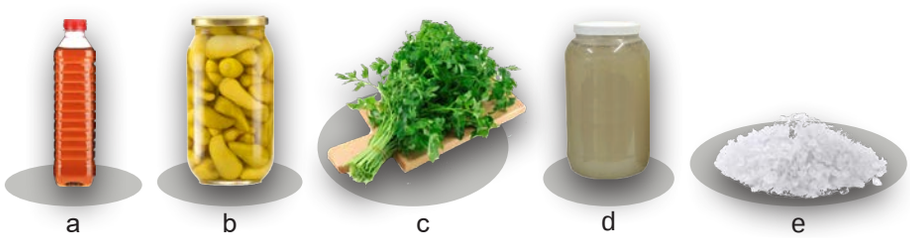
Below are some statements evaluating the text. State whether you agree or disagree and discuss with friends.

1. The writer gives enough details about world's best known cuisines.
2. Some more cuisines could be added to the list.
3. Some details in the text may help travelers to avoid digestive problems.

5 A LISTENING

Work in pairs. Use your dictionaries. Match the pictures to the words.

- ☐ 1. rock salt
- ☐ 2. parsley
- ☐ 3. brine
- ☐ 4. pickles
- ☐ 5. vinegar



5 B

Below are jumbled sentences about the process of making pickles. Listen and put them into the correct order. Video 7.1

- ☐ The peppers and some garlic with parsley are put into the brine.
- ☐ The brine is made.
- ☐ The peppers are cut on two sides.
- ☐ Rock salt is put into the brine.
- ☐ The jars are sterilized.

5 C

Work in pairs and jot down some notes about common processes of preparing traditional dishes and foods like pickles, tarhana, yogurt, dried apricots in your area, and share them with your friends.

6 A LISTENING - SPEAKING

Listen carefully and practise the pronunciations of the words below. Tapescript 7.2

1. answer	(v)	/ˈænsər/
2. determine	(v)	/dəˈtərmən/
3. examine	(v)	/ɪgˈzæmən/
4. whole	(adj)	/hoʊl/
5. foreign	(adj)	/ˈfɔrən/
6. career	(n)	/kəˈrɪr/
7. mosque	(n)	/mɑːsk/
8. tongue	(n)	/tʌŋ/

6 B

Read and practise the sentences below. Then, listen and check for your pronunciation.
Tapescript 7.3

1. Here is a **comfortable** chair you can sit in.
2. The **surface** of the earth is 70% water.
3. Sally ate chocolate pudding for **dessert**.
4. Who is that man with the **mustache**?
5. Jane and Bernard congratulated their **colleague** on his promotion.
6. John holds the rank of **colonel**.
7. Jonathan went to the **butcher**, but he couldn't find any steak.
8. This cafe has **live** music on Saturday evenings.
9. The people were evacuated because of **flood**.
10. I will pay my **debt** as soon as possible.

GREATNESS OF A CULTURE CAN BE FOUND IN ITS FESTIVALS.

Sinddharth Katragadda

THEME 8

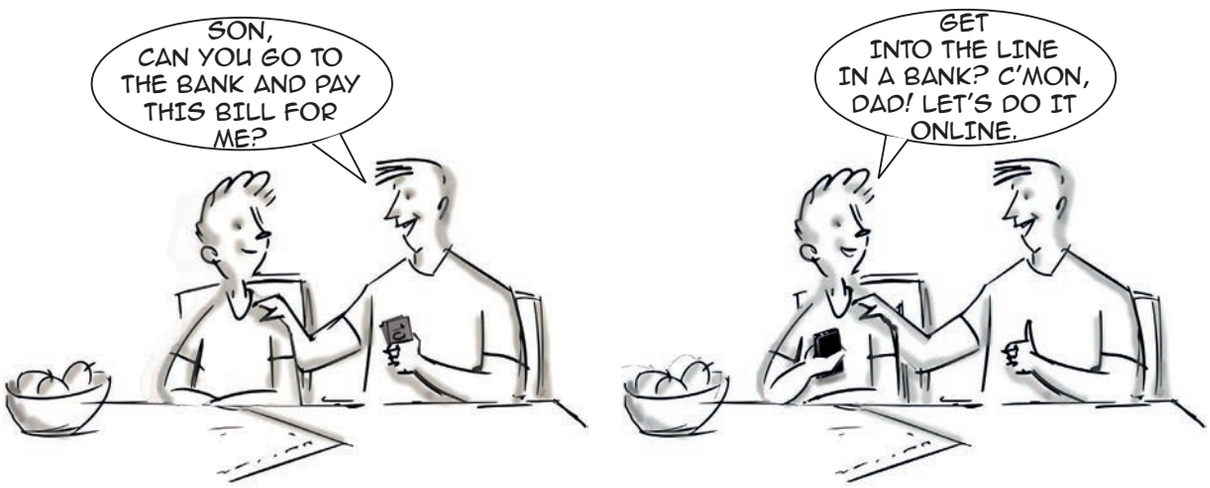
DIGITAL ERA

FUNCTIONS

- Stating personal opinions in everyday conversations
- Stating preferences
- Stating causes and effects
- Giving an extended description and detailed information about people/ places/events

1 A READING

What does the cartoon mean to you? Discuss it in terms of changes in technology.



1 B

Work in pairs. Look at the list of the technological devices of the past. Discuss what have replaced them today.

Technological devices in the past	Technological devices today
Black&white TV	
Walkman	
Typewriter	
Dial phone	
Brick game handheld console	

1 C

Take a quick look at the text and see if there are changes which are the same as or similar to the list above.

Perhaps, when people read or hear about future predictions such as "students will learn from robot teachers over the Internet" and "people will live much longer because organ replacement will be possible", most do not think about the possibility. Instead, they are curious about what it will be like. This is so because humanity has witnessed and is witnessing the incredible evolution of technology. They are sure that everything will keep changing and will be much different.

A top futurist, Thomas Frey of Da Vinci Institute, gave an interview to a world famous newspaper in 2016 and said "Thirty years ago, it was a big deal when schools got their first computers. Today, it's a big deal when students get their own laptops. In 14 years, it will be a big deal when students learn from robot teachers over the

Internet." Thomas Frey gives examples of some changes in education sector, but technology lies under almost any change in our lives. Here is a brief journey of how technology evolved and changed life in some industries.

Computing

When the first computer, which was the size of a room was invented, perhaps, a desktop computer was not even part of people's imaginations. More than that has happened. Today, millions of people are holding their pocket-size computers in their hands with tens of more functions. The first computer could only store data and perform basic arithmetic while today, the modern PC can store, save, process and share data as well as communicate with other PCs and people. I believe, these are the most important factors of everyday life. This is not the ultimate level of the modern PC. The next step is artificial intelligence.

Medicine

Medical technology is a field which helps humans most. Fortunately, experts are doing great jobs, here. In 1986, my father had to stay in hospital for an entire week after a pterygium operation. Today, it is an operation which takes only 20 minutes, and you don't need to stay in hospital afterwards. In 2013, he left the hospital where he had an aortic valve replacement surgery just one day after the operation. The technique that his doctors used is called TAVI. To me, it is one of the greatest innovations in medicine because it saves people's lives without any cuts in their chests in a very short time. It's incredible. This example alone shows us how much medical technology has grown and improved. The advances introduced us to small innovations like adhesive bandages and wrist braces as well as more complicated technologies like MRI machines, robotic prosthetic limbs and artificial organs. And thanks to information technologies in medicine, a patient in Iran can connect to and consult a doctor in Canada, today.

Automotive

In 1886, the year when Carl Benz made his first car, a gasoline engine which had one-cylinder was enough to make it the best innovation of all times. Today, people's car choices depend on many more factors. They want to get a car which is economical, fast, comfortable, safe, silent and one which has advanced technology. Self-drive cars, self-parking cars, sound activated dashboards which can connect you to the Net, navigation systems and some other applications have been produced today. However, some people believe this much technology may be dangerous and they think the driver should have the control over the vehicle and traffic around. In my opinion, people should be aware of their capabilities in using technology before getting a car.

1 D

Take a quick look at the text and find the following in it.

1. The name of a futurist: ……
2. Functions of the first computer: ……
3. Year of the writer's father's aortic valve surgery: ……
4. An innovation in aortic valve replacement surgery: ……
5. The name of a car maker: ……

1 E

Read the text and fill in the chart below. First one has been done for you.

Cause	Effect
1. Humanity has witnessed and is witnessing the incredible evolution of technology.	People are curious about what it will be like.
2. Information technologies in medicine have developed.	
3. Medical technology has grown and improved.	
4. Organ replacement will be possible with artificial organs.	

2 A SPEAKING

Study the definition. In some parts of the text, there are comments on innovations by stating causes and effects. Work in pairs and write the comments from the text as in the example.

innovation noun in·no·va·tion \ ˌɪnəˈveɪʃ(ə)n\

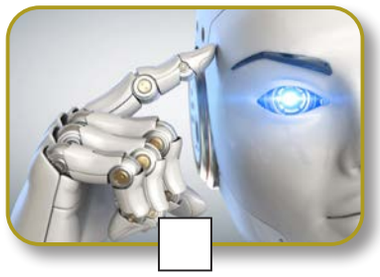
1. the introduction of something new
2. a new idea, method, or device

1. The modern PC can store, save, process and share data as well as connect to other devices, *so it is one of the most important factors of everyday life*.
2. The technique that his doctors used is called TAVI and .....
3. Self- drive cars, self-parking cars, sound activated dashboards which can connect you to the Net, navigation systems and some other applications have been produced, today. But .....
.....

2 B

Share your comments on innovations given below, by stating causes or effects orally with your friends. Make sentences as in the examples.

E.g. - Online courses are great **because** you can save time and you don't have to go to a course center.
- You can save time and you don't have to go to a course center, **so** online courses are great.



Let's Explore

1. Study the sentences from the text below. Circle the best choice to complete the sentences about the rule for relative (adjective) clauses.

- Medical technology is a *field* **which helps humans most.**
- In 1886, the *year* **when Carl Benz made his first car,** a gasoline engine which had one-cylinder was enough to make it the best innovation of all times.

1. The clauses in bold...
   a. describe or modify the nouns in italics.
   b. do not describe the nouns in italics.

2. The clauses in bold begin with...
   a. the same words.
   b. different words.

2. Read the following statements and put a tick in the circle which is true for you.

	I don't agree.	I agree to an extent.	I agree.
1. The best season of the year is summer when there is no school.	○	○	○
2. A good friend is someone who can criticize you if you do something wrong.	○	○	○
3. İstanbul is a city where life is easy and enjoyable.	○	○	○
4. Mobile phones which dominate the market are very expensive.	○	○	○
5. Barcelona is a soccer team which is regarded as the greatest in the world.	○	○	○

3. Fill in the blanks with your own words. Make true sentences.

1. ..... is a team sport which people like very much.
2. ..... is one of my friends who can speak English fluently.
3. ..... is a place where I feel good.
4. The school subject which I like best is .....
5. The best time of my day is ..... when I feel relaxed.

3 A READING - WRITING

Read the text about the effects of social media and decide whether the following conclusions are true or false.

There are various reasons why social media affect life so much. First of all, smart devices make Internet access possible anywhere at any time. We can see a lot of people with their eyes on their smart mobile devices on the street, on public transportation, even in the living room of a house. People seem to have less face to face communication with each other, but they may be in contact with many other people on a social media platform or with a teacher or the boss.

Secondly, the number of social media users is increasing rapidly day by day, and it gives individuals the advantage of faster, economical and easier communication with more people. More people can interact with each other, build images and show who they are, and participate and feel involved in things in the world. Every person with marginal views can find more support and feel that they are not lonely. Another reality is that organizations, institutions, commercial companies, etc. find their target audiences on social media platforms. This is a great opportunity for them as they can share their activities, promotional videos, podcasts, profiles, etc. in a faster and cheaper way, and they can connect with customers and prospects for more income. Similarly, customers may demand for newer and better services. In conclusion, using social media is a new way of communication and interaction for people and institutions and it is becoming more common day by day.

- ☐ 1. People care less about others because of excessive Internet usage.
- ☐ 2. Use of social media makes people's lives easier.
- ☐ 3. People generally prefer communicating via Internet these days.
- ☐ 4. People feel lonely as many people prefer social media interaction.

3 B

Circle the better choice expressing your evaluation related to the effects of social media given in the text.

The effects of social media given in the text are ..... to draw conclusion.
a. not clear enough
b. clear enough

3 C

Study the colors in the text in Part 3 A and match them to their functions to explore the structure of a 'cause and effect paragraph'.

a	Causes
b	Statement of the topic
c	Conclusion
d	Effects

3 D

Work in pairs. Read the statements below and decide on their functions in a 'cause and effect paragraph'. Put the sentences into the correct order. Then, write the numbers into the correct category.

1. This prevents them from doing small things which require some physical actions.
2. In conclusion, some everyday habits help to put on weight and people should try to get rid of them.
3. Secondly, a lot of people depend on smart technologies.
4. Firstly, most people drive or use public transportation to get to work or home.
5. Several everyday habits cause people to put on weight faster.
6. Another factor is unhealthy eating habits such as eating in the office or ordering fast food.
7. For example, they do not have to walk to the bank and wait in the line or walk from store to store for shopping.
8. Since these kinds of foods are fat and addictive, people who eat them can't help putting on weight.
9. Therefore, they miss the opportunity to have working muscles and to burn up calories.

.....	.....	.....	.....
statement of the topic	**causes**	**effects**	**conclusion**

3 E

Listen to the podcast about Lawrence Lessig, who is for open source applications, and tick the detailed information that describes the person who is likely to be a crook under law. Tapescript 8.1

Somebody

- ☐ who uses the media of our time.
- ☐ who surfs on the Net.
- ☐ who does online shopping.
- ☐ who has anything to do with the Internet.
- ☐ who makes a homepage.
- ☐ who uses a picture of his/her favorite cartoon character on his/her homepage.

3 F

Read the following statements related to using the Internet and social media and discuss to find out the problems.

1. A friend of mine tagged me in a picture without permission.
2. While I was reading comments on a forum page, I saw some offensive and foul language.

netiquette noun net·i·quette \ ˈne-ti-kət , -ˌket \

rules about the proper and polite way to communicate with other people when you are using the Internet.

3 G

Now, write a 'cause and effect paragraph' on the importance of netiquette.

4 A LISTENING - SPEAKING

How does technology impact your life? Share your opinions orally with your friends.

4 B

Listen to the dialogues of people talking about technological issues and write whose opinion it is beside the sentences. Tapescript 8.2

1. ..... would rather spend time in the line because he can meet new people. Therefore, he can socialize.
2. ..... prefers getting a good power bank to getting new devices, so he can save money.
3. ..... thinks, people shouldn't buy a device or gadget for each task and he's against that much technology, because it's a waste of money.

4 C

Share your preferences in technological devices orally with your friends, as in the examples below. The list of devices may be of help.

E.g. I prefer small size mobile phones to the ones with large screens.
I'd rather buy a laptop than a tablet PC. It is better for office work.

a desktop PC	a laptop
a wireless printer	corded printer
a smart phone	a tablet PC
memory card	USB devices
e- book reader	smart watches

5 A LISTENING

Look at the list below and tick the ones you do online.

- ☐ shopping
- ☐ doing homework
- ☐ ordering food
- ☐ surfing the Internet
- ☐ making reservations
- ☐ sending presents, flowers etc. to others
- ☐ banking transaction
- ☐ watching movies

5 B

Listen to the promotional podcast of an online shopping platform and tick the boxes that go best as an ending. Tapescript 8.3

Why-Wait

is...

- ☐ 1. a domestic shopping platform.
- ☐ 2. an international shopping platform.

has...

- ☐ 3. five main departments available.
- ☐ 4. fifteen main departments available.

will...

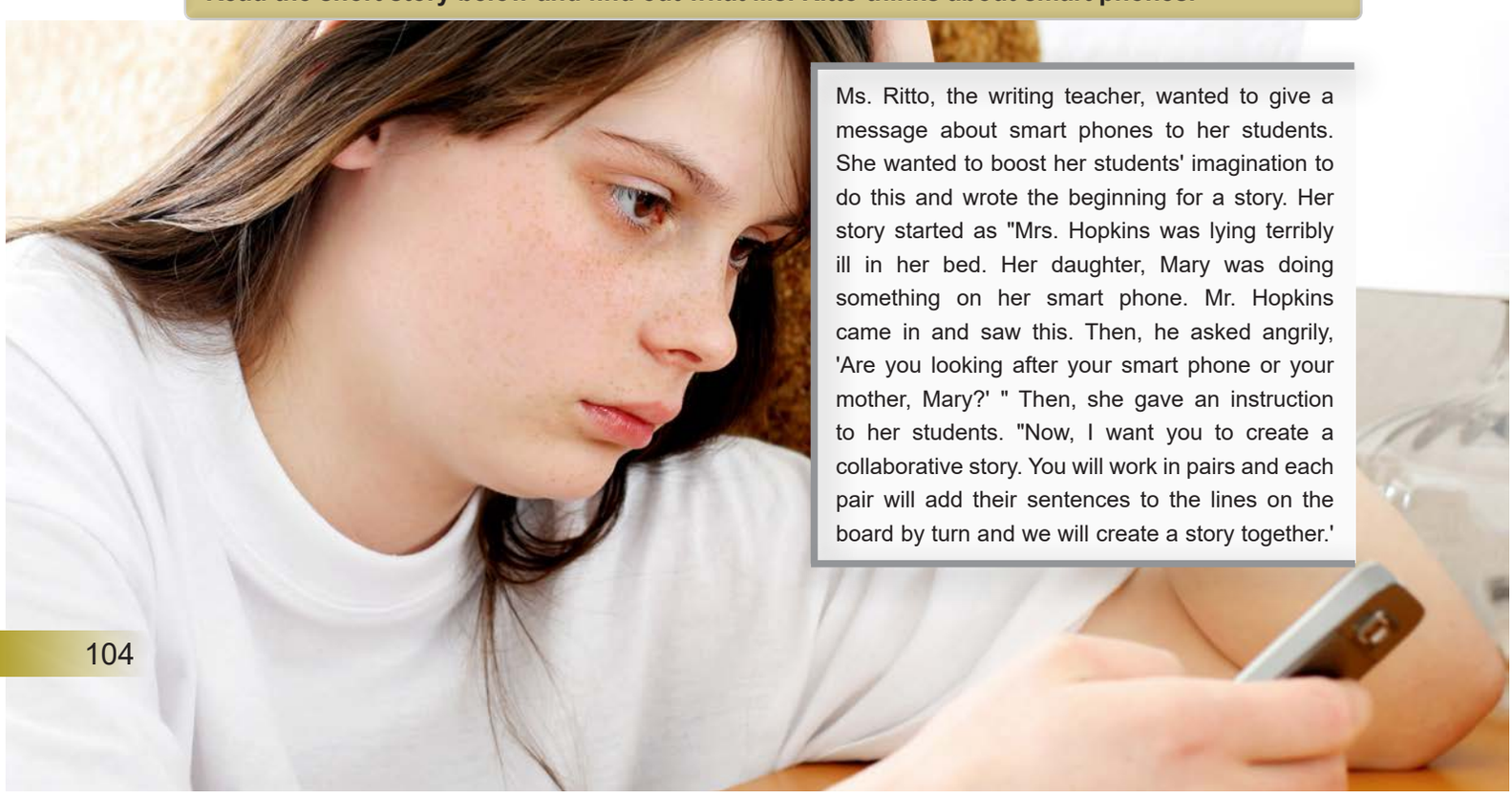
- ☐ 5. offer a new department.
- ☐ 6. continue with its present departments.

6 A WRITING

Are you for or against smart phones? Share your opinions orally with your friends.

6 B

Read the short story below and find out what Ms. Ritto thinks about smart phones.



Ms. Ritto, the writing teacher, wanted to give a message about smart phones to her students. She wanted to boost her students' imagination to do this and wrote the beginning for a story. Her story started as "Mrs. Hopkins was lying terribly ill in her bed. Her daughter, Mary was doing something on her smart phone. Mr. Hopkins came in and saw this. Then, he asked angrily, 'Are you looking after your smart phone or your mother, Mary?' " Then, she gave an instruction to her students. "Now, I want you to create a collaborative story. You will work in pairs and each pair will add their sentences to the lines on the board by turn and we will create a story together.'

The students worked for a couple of minutes and then, a student came to the board. He wrote "Mary did not say a word." Then, followed another pair by writing "She went on doing something on her smart phone." Another pair added "The same thing happened the following day." Sentences of the pairs followed each other: "Mr. Hopkins got angrier and angrier but nothing changed.", "Mary kept looking at her smart phone.", "One day, when Mr. Hopkins came in, Mary hugged him and said 'Daddy, we are not desperate! Mum will walk again, hooray!' ", "Mr. Hopkins just looked and asked how that could happen.", "I shared the problem on a health forum and asked for help.", "People recommended some doctors and I contacted one of them.", "He read the reports and told me about a new cure.", "I made an appointment. Can you take us there?", "They went there and her mother recovered.", "Mr. Hopkins apologized to Mary for being rude to her about the smart phone." and finally, the last sentence was written on the board: "If you use them for cooperation at the right time, smart phones and social media are great, dad." Ms. Ritto was amazed. She didn't know what to say. She asked the students how they had managed to create such a nice story without any serious preparation. One of the students admitted that it was a story from the literature class. They all laughed and she congratulated her students before she left the classroom.

6 C

Read the short story and answer the questions.

1. What was Ms. Ritto's opinion on smart phones at the beginning of the class? .....
2. What did she ask her students to do? .....
3. Did everything go as she planned? .....
4. What message did the students give her? .....

6 D

Read the story again and find out in what way creating a collaborative story is different. Discuss with your friends and circle the correct option for the sentence below.

Collaborative story is written...
a. by an author.
b. by a group of three or more authors.

6 E

Below is the template of a digital collaborative story. Its first sentence has been given for you. Each time before a group, pair or student adds a sentence, discuss it and make changes if necessary to create a collaborative story which shows the advantages of technology. Then, arrange it online.

First line	They realized that they were lost.
Add sentence	
Add sentence	
Add sentence	
Add sentence	
Add sentence	
Add sentence	
Last line	

7 A LISTENING - SPEAKING

Listen and practise the /w/ and /v/ sounds. Tapescript 8.4

1.	went /wɛnt/	vent /vɛnt/
2.	wiper /waɪpər/	viper /vaɪpər/
3.	wend /wɛnd/	vend /vɛnd/
4.	west /wɛst/	vest /vɛst/
5.	why /waɪ/	vie /vaɪ/

7 B

Listen and write *a* for /w/ sound and *b* for /v/ sound beside the sentences. Tapescript 8.5

1.	You will get wet/vet if you go out now.
2.	Jack gave John a wary/vary look.
3.	You can begin to write a poem by writing worse/verse.
4.	They waited in wain/vain for seeing their family.
5.	Sue and Sally were wailing/vailing desperately.

7 C

Practise pronunciation by reading the following tongue twisters. Read each tongue twister slowly at first, then try reading it faster.

Which is worse verse – Wendy's verse or Wayne's verse?

Woolen vests for wailing wolves are worn in the vast woodlands.

Victor's friend Vincent rinsed his vests in vinegar.

THE SCIENCE OF TODAY IS THE TECHNOLOGY OF TOMORROW.

Edward Teller

THEME 9

MODERN HEROES & HEROINES

FUNCTIONS

- Talking about imaginary situations
- Expressing wishes
- Guessing meaning from the context

1 A READING

What makes a hero or heroine? Discuss with your friends.

1 B

Take a quick look at the text below. Why did these people become heroes/heroines? Match the names to the reasons.

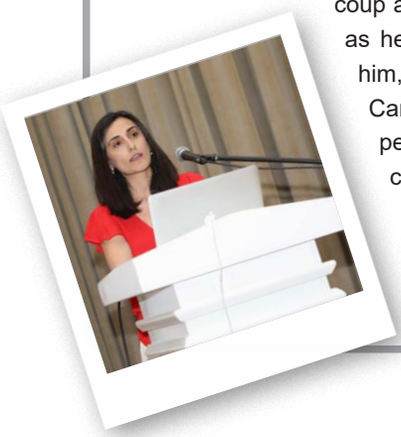
1. Elon Musk	☐ scientific innovations
2. Ömer Halisdemir	☐ investments and mega projects
3. Canan Dağdeviren	☐ martyrdom

Albert Einstein, one of the scientific heroes for humanity, once said "Imagination is more important than knowledge." because the path to success and happiness in reality starts by dreaming or imagining. This is so if one goes after dreams or things in their imaginations. Most **ordinary** people fail here. They just dream of something, but do not **go after** them because of the fear of failure. If you pursue your dreams, you may fail or you may become a hero. However, if you do not even try to **fulfill** them, there is only one result; failure. Then, things in your imagination become only imaginary things or situations. Heroes and other **noted** people make their differences here. They work hard for their dreams. Some may even dedicate their lives to their dreams.

Most people talk about imaginary things or situations often in everyday life and they utter sentences like "If I had money, I would buy a villa, a sports car, etc." A modern hero, Elon Musk, has them all. He did not inherit a fortune to get what he has. He just pursued his dreams. Even when he was a child, in 1984, he wrote and sold a video game. Each time he earned money, he invested in new projects and now he is the owner of a fortune. However, this doesn't stop him. Most ordinary people say "If I had the chance, I would make the Earth a green place." Musk thinks so, but unlike most, he makes effort to do it. He doesn't let the river run. He works day and night and he has his environment-friendly project, the electric car, for the sake of this. He also has other mega projects with eco-friendly purposes.

Another hero is Ömer Halisdemir. Most people claim that they are **patriots**, people who love their countries. They say "If the country were in danger, I would fight for freedom." He didn't just believe in this. When it was the time, he didn't think for a moment to try to stop terrorists of 15th July, when Turkey was attacked by terrorists in a coup attempt. He lost his life and became a **martyr** as he died for his country. Thanks to heroes like him, the enemy was defeated.

Canan Dağdeviren can be seen as a young heroine, as well. Most people of her age keep saying "If my parents sent me to better schools, I could achieve big success." However, when it comes to studying for exams or doing academic work, they may feel lazy and postpone doing things. Canan still pursues her dreams. For now, she is one of the scholars who was named to the 'Top 35 Innovators Under 35' by MIT (Massachusettes Institute of Technology).



1 C

Read the text and answer the questions.

1. Do ordinary people usually go after their dreams according to the author?

   .....

2. What do heroes/heroines and successful people have in common?

   .....

3. How do heroes/heroines make a difference?

   .....

1 D

Study the words in bold in the text and match them to their meanings below, using contextual clues.

1. To follow, to try to get or do .....
2. A person who is killed for religion, country, etc. .....
3. Famous or well-known .....
4. Normal or usual, not unusual .....
5. A person who loves and strongly supports his/her country .....
6. To make (something such as dream) true or real .....

Let's Explore

1. Study the statements from the text and choose the correct options to complete the sentences about the rules for 'the second conditional'.

"If I had money, I would buy a villa, a sports car, etc."
"If the country were in danger, I would fight for freedom."
"If my parents sent me to better schools, I could achieve big success."

1. The statements are about...
   a. real conditions.
   b. unreal/imaginary conditions.
2. The statements refer to...
   a. the past.
   b. the present.

2. Read the sentences below and tick in the circle to show your opinion.

I don't agree.

I agree to an extent.

I agree.

1. If I had enough money, I would spend it on the needs of poor children.	○	○	○
2. If there were no smart phones, life would be more enjoyable.	○	○	○
3. I would travel to space if I had the chance.	○	○	○
4. If rules did not exist, the world would be a terrible place.	○	○	○
5. If I had superpowers, I would use all of them for educating people.	○	○	○

2 A SPEAKING - WRITING

Complete the following sentences for yourself. Make true sentences.

1. If I were a historical character, I would be .....
2. We would feel ..... if teachers gave less homework.
3. If all parts of our planet had the same climate, people would .....
4. If I had the chance to change one thing in history, it would be .....
5. If I were a cure, I would be a cure for .....

2 B

Below is a list of some modern heroes/heroines and why people see them as their heroes/ heroines. See them and then, tell your friends who your hero/heroine is, either from the list or not and why, as in the example.

E.g. Aziz Sancar is our national modern hero because he has won the Nobel Prize for Chemistry.
Taha Akgül has won Olympic, World and European championships.

Aziz Sancar

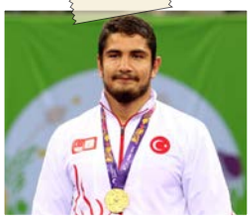
... has won the Nobel Prize for Chemistry.

İdil Biret

... has performed with the world's major orchestras.
... won France's Golden Diapason Award.

Dilhan Eryurt

... was the first Turkish astrophysicist at NASA.

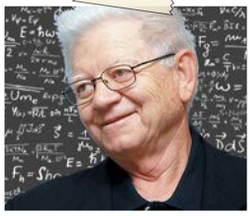


Taha Akgül

... has won Olympic, World and European championships.

Usain Bolt

... is the holder of world records for 100 m& 200 m.
... won 9 gold medals in 3 Olympic Games.



Oktay Sinanoğlu

... is known as Turkish Einstein.
...developed a theory of the electronic structure of molecules.
... won numerous scientific awards.

2 C

Below are what some people said about doing a good thing for people and the world. Read them and write what you would do for people and the world if you were a hero/heroine, in a paragraph.

If I had the chance to make a magic song, it would make everyone kind-hearted.

Mary Wise- Musician

If I were a super chemist, I would make anti-war injections.

Patrick Sharp- Chemist

If I were a super psychologist, I would calm everyone down.

Afifah Aisa- Psychologist

If I had the power, I would ban using pesticides and hormones.

Tom Hopkins- Farmer

3 A LISTENING - SPEAKING

Think about some of your cartoon superheroes or heroines. Choose one and write down his/her name in the blank. Then tick what he/she can do and share orally with your friends.

.....	☐ fly	☐ throw web	☐ pass through the walls
	☐ climb	☐ run fast	☐ teleport
	☐ become invisible	☐ heal himself/herself	☐ jump high
	☐ do magic	☐ throw a fireball	☐ lift heavy things

3 B

Below is a list of words. Match them to their meanings on the right by using the contextual clues in the video about cartoons and superheroes, heroines. Video 9.1

1. Feature (v)	a. a traditional story	1. ☐
2. Extraordinary (adj)	b. to have or include (someone or something) as an important part	2. ☐
3. Didactic (adj)	c. to get over, to cope with	3. ☐
4. Folktale (n)	d. very unusual	4. ☐
5. Overcome (v)	e. designed to teach something	5. ☐

3 C

If you were a hero/heroine what would you do? Think and discuss with your friends. Make sentences as in the example, below. Then, share your answers with your friends orally.

E.g. If I were a hero, I would help the people in need.

4 A READING

What does the picture below remind you of?

4 B

Read the letter and find out which of the following the writer is sharing in her letter.

WISHES PLANS ARRANGEMENTS

Dear Susan,
It's only two weeks since I moved to this city but I need some more time to get adapted. I don't have a close friend, yet. I wish you were here. I'm afraid I need to make changes in my lifestyle. I should learn to be patient with things and people. The worst things are traffic and weather here. It's terrible when I get stuck in traffic in rush hours. At those times, I say, I wish I could fly. It's often rainy here. If only it didn't rain this often. It's better than lack of rain, though. I do not go out in the evening. I do housework, read books and watch the news or movies. Unfortunately, sad items of news are more than good ones these days. There is a lot of violence all around the world. Like anyone who has common sense, I wish all wars came to an end. I'm optimistic, though. Things will get better. As the saying by Leo Tolstoy goes, "The two most powerful warriors are patience and time", I have to show endurance. I must be part of this city and a new lifestyle for a better career. I wish hard times passed quickly and I lived together with my beloved ones in my hometown again.
I'll write again soon. I feel lucky to have you as my best friend.
Hugs,
Mary.

4 C

Below is a grid with problematic situations or difficulties for the writer and her wishes. Read the text and fill in it.

Problematic Situations or Difficulties	Wishes
Not having a close friend	Having her close friend with her

Let's Explore

Study the sentences below from the text and circle the correct options to complete the sentences about the rules for 'wish clauses'.

- I wish you were here.
- I wish I could fly.
- I wish all wars came to an end.

1. These sentences are used to express a situation or thing...
   a. to be the same.
   b. to be different.
2. 'Wish+past simple' is used to express wishes about...
   a. the present and future.
   b. the past.

4 D

Which statement in column B would complete the ones in column A? Work in pairs to match the related sentences.

A

1. The deadline is tomorrow and I've done nothing, yet.
2. Modern medicine can't do much about some diseases.
3. Linda has curly hair.
4. My son wants to have superpowers.
5. I miss my classmates and feel bored at home.

B

- ☐ a. People wish there were cures for them.
- ☐ b. He wishes he were a super hero.
- ☐ c. She wishes she had straight hair.
- ☐ d. I wish I had more time.
- ☐ e. I wish school started soon.

5 A LISTENING

Look at the image on the right and answer the following questions. Then, share your answers with your friends.

1. What are the differences between the man and his shadow?

   .....

2. What does the cup in the image symbolize?

   .....

3. What is the message given with the image?

   .....

4. How can you relate the image to the word "imagination"?

   .....

5 B

Below are some phrases related to imaginary situations. Listen to the dialogue and tick the ones you hear. Tapescript 9.1

- ☐ I wish
- ☐ I suppose
- ☐ As if
- ☐ If only
- ☐ If I were you
- ☐ I would

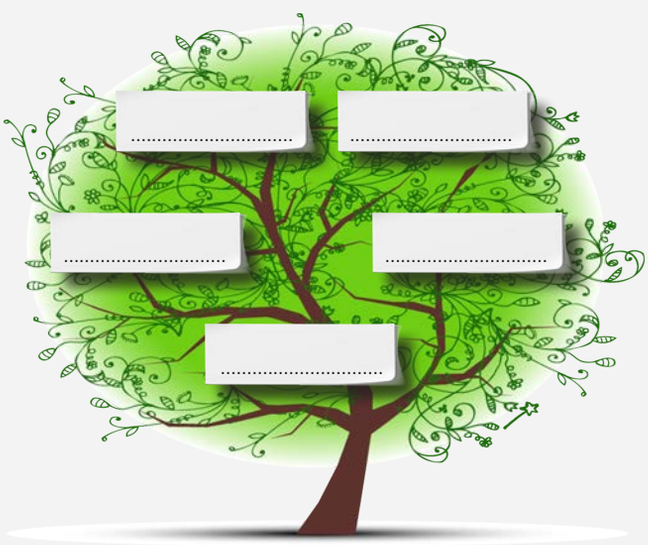
5 C

Listen to the dialogue again and find out what Mary's problem is. Share with your friends. Tapescript 9.2

5 D

Write some of your wishes about the following points in the box, on the wish tree and share them.

humans
school performance
technology
abilities/talents
the Earth



6 A LISTENING - SPEAKING

Read and study the note.

Contraction means making smaller. They are common in spoken English.
Therefore, learning and practising them will help you distinguish and understand them more easily.

6 B

Listen and focus on the difference between the full forms and contracted forms given. Then, practise them. Tapescript 9.3

Full Forms	Contracted Forms
I would drive to Akyaka if I had a car.	I'd drive to Akyaka if I had a car.
I would help you but you are ill, unfortunately.	I'd help you but you are ill, unfortunately.
We would be pleased to help you to cook.	We'd be pleased to help you to cook.
They would buy that house if they had money.	They'd buy that house if they had money.
She would come to the party but she had to study for an exam.	She'd come to the party but she had to study for the exam.

6 C

Work in pairs. Practise the sentences as in the examples. You can add some more examples if necessary.

You I would read the newspaper.
Your friend I'd read the newspaper.

Your friend I would take you to school, but my car is broken down.
You I'd take you to school, but my car is broken down.

1. I would lend you some money if I had enough.
2. We would buy a pair of shoes.
3. He would watch TV tonight, but the electricity has gone off.
4. I would ask my mother to cook my favorite cake.
5. They would stay at home and sleep.

A HERO IS SOMEBODY WHO VOLUNTARILY WALKS INTO THE UNKNOWN.

Tom Hanks

THEME 10

SHOPPING

FUNCTIONS

- Making comparisons
- Talking about different kinds of clothing and shopping
- Describing objects and people

1 A LISTENING - SPEAKING

Study the categories related to physical appearance and put the given expressions into the correct categories. Use your dictionaries if necessary.

mature	freckled	blue	average height	round	young	pretty
tanned	overweight	5-feet	ordinary looking	brown	muscular	pale

1 B

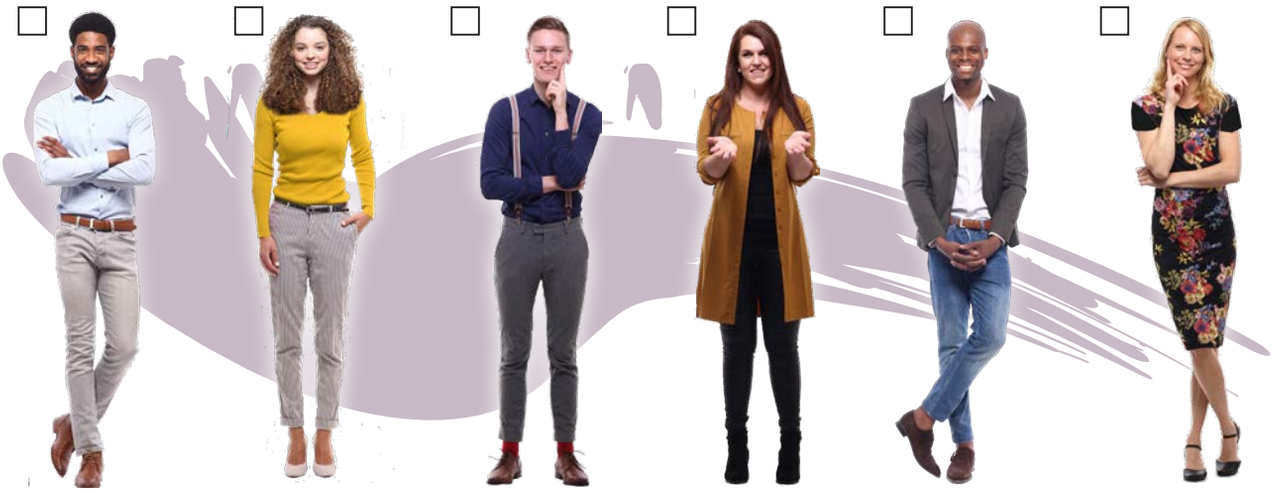
Match the categories about hair to the descriptions. Write your answers beside each description.

length	texture	style	facial hair	thickness texture

Hair Description	Title
long, short, medium-length, shoulder-length	
bushy, scraggly, bald, receding, thin	
straight, wavy, curly, buzzed, neatly-combed	
ponytail, bun, twist, braid, pigtails	
beard, goatee, mustache, unshaven, clean-shaved, spiky	

1 C

There are four dialogues between a cargo delivery guy and an officer, in each of which one person is described. Listen to them and find out which person is related to which dialogue. Then, put the pictures into the correct order. Tapescript 10.1



a b c d e f

1 D

Listen to the dialogues again and write the adjectives you hear into the correct category.
Tapescript 10.2

height	weight	hair	skin	clothing

2 A SPEAKING

Read the expressions of shopping below and find whose utterances they are. Write Shop Assistant (SA) or Customer (C) in the appropriate blanks.

1. Do you have something less pricey? ____
2. Can I help you? ____
3. Do you have this in XL? ____
4. What can I do for you? ____
5. How about this one? ____
6. Anything else? ____
7. I'm just looking. ____
8. Could you help me please? ____
9. I'm trying to find a blue shirt. ____
10. Is this on sale? ____
11. Would you like to try it on? ____
12. How much is this? ____
13. What color would you like? ____
14. What size would you like? ____
15. Is there anything else I can help you with? ____
16. How much is that bag in the window? ____
17. Do you have this in another color? ____
18. Do you have this item in stock? ____
19. Does it come with a guarantee/warranty? ____
20. Is there somewhere I can try them on, please? ____

2 B

Read the conversation below and find out in what aspects Emma and Chloe compare two pairs of high-heeled shoes. Tick the appropriate boxes.

- ☐ size
- ☐ color
- ☐ price
- ☐ look
- ☐ weight
- ☐ what they're made of

Emma Chloe, I need your advice.
Chloe I'll help if I can.
Emma I can't decide which shoes to buy.
Chloe OK, Emma let me see.
Emma Here they are. I like both of them. They are impressive.
Chloe Sure they're. Have you tried them on?
Emma Of course. Both fit well.
Chloe OK then, what about their prices? Which one is cheaper? Did you ask their prices?
Emma Yeah. The red one is $56 and the blue one is $55. They are almost the same price.
Chloe OK. Let's ask the shop assistant for help. Excuse me!
Shop Assistant Yes, How can I help you?
Chloe What are these shoes made of?
Shop Assistant Let me see. The blue one is made of artificial leather and the red one is made of full grain-leather.
Chloe Oh, great thank you. You see Emma, I think you should buy the red one. The full grain-leathered ones are usually longer-wearing than the artificial ones.
Emma Well, I know that but I still can't make up my mind. Can I try them on again?
Shop Assistant Of course.
Emma Have a look at them again, Chloe! Which one looks better?
Chloe The red one looks great on you. Its heel is a little bit shorter than that of the blue one. You are quite tall so it fits you great. Without any doubt, you should buy the red one.
Shop Assistant The red one is on sale today. It costs $99 without any discount. I also advise you to buy it. You won't be disappointed.
Emma OK. I'll take it. Thanks a lot.

Let's Remember

1. Read the following sentences and circle the correct rules related to the use of comparative adjectives below.

- Which one is **cheaper**?
- Its heel is a little bit **shorter** than that of the blue one.
- Which one looks **better**?

1. a) With the comparative adjectives in bold, we describe the thing which is more of a quality from the other.
   b) With the comparative adjectives in bold, we describe the thing which is at the greatest degree of a quality, quantity.
2. a) In order to make comparative adjectives, we add **-r, -er**, or **-ier** to all adjectives.
   b) In order to make comparative adjectives, we add **-r, er,** or **-ier** to some of the adjectives because there are some other exceptions.
3. a) In order to make two or more syllabled adjectives in comparative forms, we add **more** before the adjectives.
   b) In order to make two or more syllabled adjectives in comparative forms, we add **more** after the adjectives.
4. a) Good, bad, far, little, much, many can be listed as irregular adjectives.
   b) Good, bad, far, little, much, many cannot be listed as irregular adjectives.
5. a) We can add **-r, -er,** or **-ier** to the irregular adjectives while using them in comparative forms.
   b) We cannot add **-r, -er**, or **-ier** to the irregular adjectives while using them in comparative forms.

2. Fill in the table below.

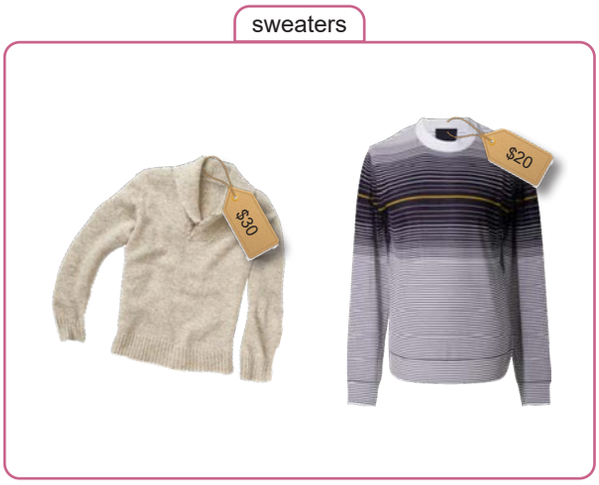
Adjectives	Comparative
cheap	
wide	
big	
happy	
moderate	
little	

2 C

Imagine that you are shopping with your best friend. Choose one of the pairs of garments below and compare them in terms of their size, color, price, look, weight, shape or what they're made of.

coats

sweaters



2 D

It is very important to consider your limits while doing shopping. How do you think this helps with individuals and society? Discuss with your friends.

3 A WRITING

Read the informative paragraph and find which sentences provide answers to the questions below. Match the questions to the related colors.

This new brand, unisex pair of sneakers is designed for those who make sport their lifestyles. They are made of leather with cloud foam and light weight cushioning for comfort. The upper material offers breathability and the rubber sole makes it a longer wearing pair. The new design allows you to wear them only indoors. You can wear them on rainless days in fall, spring and summer. Don't miss this pair, with a discount of 30%, it is next to nothing, just $15.

a	When can someone use this product?
b	What are the product's characteristics?
c	How much does the product cost?
d	Who is this product for?
e	Where can someone use this product?

3 B

Read the sentences below and put them into the correct order to create a meaningful informative paragraph about the product.

☐ a. You can perfectly match your favorite leggings, black casual pants, jeans, etc., providing comfort and warmth, suitable for work, study, and other occasions.

☐ b. You shouldn't miss it with this moderate price. It's only $43, all taxes included.

☐ c. It is made of premium quality faux leather. The straight cut creates a smooth silhouette. Its five-button front closure adds beautiful detail and is designed to easily open and close. It has an inside lining pocket, and the two angled welt pockets provide extra warmth and brilliant detail. The classic and iconic style is never out of fashion, so you don't lose the fashion in the cold winter and you feel beautiful, soft, breathable and comfortable.

☐ d. This latest trend, knee-length coat is just for stylish women who are fond of their comfort and also their look.

☐ e. This coat is suitable for spring, fall and winter.

3 C

Look at the pair of sneakers below and write an informative paragraph. Include their prices and features. Use previous paragraphs as your models. Include some of the expressions below.

PRICE

- cheap
- next to nothing
- moderate
- expensive
- on sale
- in discount
- high
- low
- reasonable
- fair

FEATURES

- long-wearing
- repairable
- stylish
- fashionable
- old-fashioned
- casual
- formal
- second-hand
- outdoor
- waterproof
- protective
- fully knitted
- organic
- fancy
- shabby
- reversible
- dressy
- smart
- chic

3 D

Now, work in pairs and compare the given product in Part 3 A with your product in Part 3 C in terms of their price, look, quality, practicability and features. Fill in the table below.

Price		
Look		
Quality		
Practicability		
Features		

4 A READING

Work in pairs. Look at the following list of words and match them to their meanings using a dictionary.

☐ 1. garment /ˈɡɑrmənt/ (n)	a. identify clearly and definitely
☐ 2. embroidered /əmˈbrɔɪdərd/ (adj)	b. disorder or disarrange someone's hair
☐ 3. specify /ˈspɛsəˌfaɪ/ (v)	c. a fine open fabric of cotton or silk thread
☐ 4. ruffle /ˈrəfəl/ (v)	d. an item of clothing
☐ 5. lace /leɪs/ (n)	e. thread or fabric made from the fiber produced by the silkworm
☐ 6. silk /silk/ (n)	f. decorated (cloth) by sewing patterns on it with thread

4 B

Read the text on clothing in different cultures and answer the questions.

TRADITIONAL CLOTHING AROUND THE WORLD

Each country, from Germany to China, from the Netherlands to Egypt, has its own culture and traditional clothing that deserve respect. Culture influences what people wear a lot. In some countries, national dresses are regarded as unofficial uniforms to be worn only on ceremonial occasions while in some societies, wearing traditional clothing is compulsory for both men and women in everyday life. Let's take a look at the world's most traditional costumes.

India

'Dhoti' and 'kurta' are the most important traditional clothing items for Indian men. 'Dhoti' is a piece of cloth. It is tied around the waist and legs. 'Kurta' is a long coat. It is buttoned up to the collar and falls below the knee. Women wear a pair of light, loose trousers and a tunic called 'salwar kameez'. This traditional clothing item is also known as Punjabi suit. Besides, western clothes are very common in India.

Brazil

There are many varieties of Brazilian clothing from region to region. People in southern Brazil, wear baggy trousers, ponchos, straw hats and leather boots. Coats, hats and leather caps are worn by the people in the Northeast region. During the carnival, bright colored costumes are popular for women.

Mexico

There are various traditional clothing items in Mexico depending on gender, ethnic group and social status. Traditionally, women wear a 'huipil' , a richly embroidered cotton blouse, and a 'rebozo' , a long scarf covering the head and the shoulders. Men's clothing items are trousers and shirts. 'Sombrero' is a kind of hat. It is also worn by Mexican men.

Japan
Kimono is one of the most popular garments of traditional Japanese clothing. It is worn by both men and women. Men's kimonos are much simpler than women's and are usually black or brown. Obi is a sash tied on the back and under the chest. Kimono and obi are made up of silk and satin weaves by hand. Japanese people decide on the design of their kimonos according to the season. For instance, a pattern with cherry blossoms should be worn in spring; watery designs are common during the summer and red leaf is popular in autumn. A pattern with bamboo and pine trees is suitable for winter. Although old kimonos are valuable, they are often recycled for making handbags or small kimono accessories.

United States of America
Although it's hard to specify traditional American clothing, it's significantly represented by cowboy hats and blue jeans. Some other essential items include t-shirts, baseball caps, shorts, cowboy boots and sneakers. The USA has traditionally been the 'land of opportunity'. People usually go there to earn their lives through hard work such as farming, construction work or working in the service of the community. So, they have always needed practical clothes in everyday life. The fashion of the USA has been adopted in most parts of the world.

Spain
Traditional Spanish clothing is inspired by Roman, Spanish, Arab and Latin cultures. The major traditional clothing items of Spain are garments like 'mantilla', a headscarf made of lace for covering the head and shoulder, and 'traje corto', a short jacket with high waist bands. Flamenco dancers wear a dress called 'traje de flamenca'. It is a long dress with ruffles in the skirt and is generally brightly colored.

1. What are the most significant clothing items of the USA?
   .....
2. What does the variation in traditional Mexican clothing depend on?
   .....
3. How can you describe 'dhoti' and 'kurta' and 'salvar kameez'?
   .....
4. What is the difference between men's and women's kimonos?
   .....
5. How are the kimono patterns related to seasons?
   .....
6. Which cultures inspire the traditional Spanish clothing?
   .....

5 A LISTENING - SPEAKING

Read the dialogue between the shop assistant and Megan. Then, fill in the blanks with the appropriate expressions from the box.

Do you have this in small?	Let's see...	How much is it?
Can I help you?	Do you want to try it on?	Do you take credit card?

Seller (1) .....
Megan Yes, I really like this T-shirt. (2) .....
Seller (3) .....
We have it brown in small.
Megan No, I want it in black.
Seller Just a minute! I'll go and check.....
(2 minutes later.)
Seller Here you are, a small black.
(4) .....
Megan No, thanks. I'm sure it will be fine.
(5) .....
Seller $45.25.
Megan Oh! It says $40.25 here.
Seller Yes, but that doesn't include sales tax.
Megan Oh, OK. (6) .....
Seller Yes, of course.
Megan Thank you!

5 B

Listen to the dialogue between the shop assistant and Andrew and fill the blanks. Tapescript 10.3

Shop Assistant Hello, can I help you?
Andrew Yes please, I'm looking for a T-shirt.
Shop Assistant OK. What kind of a T-shirt do you need? (1) ..... ?
Andrew I like fitted T-shirts.
Shop Assistant What about the neck? Crew-neck or V-neck?
Andrew Actually, I'm (2) ..... a V-neck, long-sleeved T-shirt.
Shop Assistant OK, sir. Those kinds of T-shirts are downstairs. This way, please.
Andrew Thank you very much.
Shop Assistant What size do you wear?
Andrew I usually wear a large in size.
Shop Assistant Let me check... We have blue, green and white (3) ..... What color do you prefer?

Andrew I'd like a black one. Do you have it in large?

Shop Assistant I'm sorry. This is all we have in this model but if you like a short-sleeved one, we have one in stock.

Andrew No, thank you. I don't need a short-sleeved one. (4) ..... the green T-shirt on?

Shop Assistant Of course, (5) ..... are at the end of the corridor.

Andrew OK. Thanks.

(5 minutes later)

Shop Assistant Does it (6) ..... ?

Andrew Not really, it is a little bit tight for me. Do you have this (7)..... ?

Shop Assistant Yes, we do. We also have a black in XL. Do you want to try it on?

Andrew Oh, I'd be glad. May I have the black one please?

Shop Assistant Here you are.

(2 minutes later)

Shop Assistant How is it now?

Andrew It fits perfectly. I'll buy it. How much is it?

Shop Assistant It is $12.

Andrew Great. I want to (8) .....

Shop Assistant Then, this way for cash, please.

Andrew Thank you very much.

5 C

Work in pairs. Choose one of the role cards below and act out your dialogues.

Shop Assistant

- Ask whether he/she needs help.
- Say the item is large, ask what size s/he wants.
- Say that you've found the XL.
- Say the changing rooms are over there.
- Ask how the item fits.
- Tell the price.

Customer

- Ask for the size of the item.
- Say you want an XL.
- Thank him/her and ask where you can try it on.
- Thank him/her.
- Say it suits you and ask its price.
- Say you'll buy it and thank.

6 A WRITING

Read the following questions and discuss with your friends.

1. Do you know what a blog is?
2. Is there a blog that you follow? If yes, what is it about?
3. Have you ever thought about being a blogger?

6 B

Read the blog and find out what it is about.

Home | *About Me* | *Fashion* | *Design Ideas* | *Links* | *Contact*

Hi there!

I'm Harvey Beckett

Fashion Designer, Critic

A Tough Dress Code

What is 'smart casual'? It is usually defined as 'neat, well-dressed in an informal style'. Smart casual may be a little bit confusing as it is one of the hardest dress codes to interpret. But, confusion is not an excuse for looking weird in an event that you have been invited to. The invitation and the type of event you join both determine the way you dress. There are certain pieces that are key to creating a respectable smart casual wardrobe. Here are the fundamental elements of smart casual style for men;

A traditional single-color collar shirt is a safe option but patterned ones can be used with more classic items to bring personality into your look. Remember to leave your tie at home and keep the button undone. A t-shirt is a perfectly suitable part of smart casual wardrobe, but make sure you go on with the basics only.

A blazer is a simple way to add style to an outfit. It can be cotton, linen or light-weight cotton for warmer months and something heavier such as woolen for cooler seasons. A fitted blazer always looks smarter than a loose one. A patch pocket blazer is also a good choice.

For footwear, slip on boat shoes, espadrilles, designer trainers or cool sneakers are all acceptable. It means you can lose the socks.

Trousers, especially chinos, are essential because they are both smart and casual. They can be used in vivid colors. Dark-colored and well-fitted denim is appropriate, too. For smart casual shorts, you'd better look for something fitted and slim, above the knee.

As the last detail, sunglasses and a smile are essential.

HB and for women;

Tailored pants are a reliable go-to for when you really can't decide what to wear. You can start with a pair of well-cut pants-don't be afraid to wear the patterned ones and match them to a shirt and a smart jacket such as a blazer. Dark wash jeans, such as indigo or black, can be combined with a classic blouse or silk shirt and heels so that your style is balanced out.

Patterned or plain jumpsuits should be pulled out of your wardrobe for smart casual events.

Knee-length pencil skirts are a typical choice, but never hesitate to try other styles such as mid-length patterned skirts with a lighter fabric in warmer months.

If you prefer to wear a multi-colored headscarf, it will go with plain dresses in many colors. You will look smart with a variety of colors.

For smart casual footwear, stick to heels. If your decision is to wear a stiletto, try something with a shorter heel. Shoes with thicker heels are a comfortable option when a stiletto isn't appropriate.

As you see, being smart casual is not easy as it seems to be. Yet, it is not so hard as you imagine. Your guide here is you yourselves. Just listen to your inner voice.

HB

6 C

Study the blog and find out what the colors of its parts represent. Do the matching below.

a	Images to enrich your post
b	A title that is both informative and remarkable
c	A summary to finish your blog post
d	An effective introduction

6 D

Now, prepare a blog about new trends on technology/architecture or fashion.

YOUR BLOG

7 A LISTENING - SPEAKING

Listen and focus on intonation in comparative and superlative structures. Tapescript 10.4

Alternative questions including the comparative/ superlative structure: the first alternative is with rising intonation and the second one is with falling intonation.	Eg: Which one is quicker, train or bus? Eg: Which is the largest city, Konya, Ankara or İstanbul?
In comparative/superlative statements, rising and falling intonation are used.	Eg: New York is much more modern! Eg: The whale is the biggest animal in the world.
With Wh- questions, falling intonation is used.	Eg: What is the coldest season of the year?
With Yes/No questions, rising intonation is used.	Eg: Can we go somewhere quieter?

7 B

Read and pronounce the statements below. Then, listen and check. Tapescript 10.5

1. Belgrade is cheaper than Rome.
2. Can you do something more interesting?
3. Which one is cheaper, this scarf or these shoes?
4. What size fits you best?
5. What color do you want, lighter or darker?
6. Yesterday was hotter than today.
7. Is Tokyo more beautiful than Mexico?
8. What is the warmest month in Turkey?
9. Who is the oldest person in your family, your mum or dad?
10. The tallest building in France is the Eiffel Tower.

LIFE ISN'T PERFECT BUT YOUR OUTFIT CAN BE.

Anonymous

WORD LIST

THEME 1

accommodation n /əˌkäməˈdāSH(ə)n/
achieve v /əˈtʃiv/
compulsory adj /kəmˈpəlsəri/
consult v /kənˈsəlt/
cooperate v /koʊˈɑpəˌreɪt/
cope with phr /koʊp wɪð/
deadline n /ˈdɛdˌlaɪn/
dormitory n /ˈdɔrməˌtɔri/
elective adj /əˈlektiv/
evaluate v /əˈvalyəˌwāt/
exchange v /ɪksˈtʃeɪndʒ/
extracurricular adj /ˌekstrəkəˈrikyələr/
focus on phr /ˈfoʊkəs ɑn /
gather data phr ˈgæðər ˈdeɪtə
get better scores phr /gɛt ˈbɛtər skɔrz/
get on well phr /gɛt ɑn wɛl/
hang around phr hæŋ əˈraʊnd
icebreaker n /ˈaɪsˌbreɪkər/
improve v /ɪmˈpruv/
information n /ˌɪnfərˈmeɪʃ(ə)n/
nervous adj /ˈnərvəs/
obey the rules phr /oʊˈbeɪ ðə rulz/
play truant phr /pleɪ ˈtruənt/
prepare portfolios phr /prəˈper pɔrtˈfoʊliˌoʊz/
respect each other phr /rɪˈspɛkt iʧ ˈʌðər/
sit exam phr /sɪt ɪgˈzæm/
socialize v /ˈsoʊʃəˌlaɪz/
stick to the timetable phr /stɪk tu ðə ˈtaɪmˌteɪbəl/
That sounds nice! everyday exp /ðæt saʊndz naɪs/
worried adj /ˈwərid/

THEME 2

apart from phr əˈpɑrt frʌm
arrangement n /əˈreɪndʒmənt/
aviation n /ˌeɪviˈeɪʃ(ə)n/
book v /bʊk/
by mistake phr /baɪ mɪsˈteɪk/
by the way phr /baɪ ðə weɪ/
consider v /kənˈsidər/
coolheaded adj /ˌkulˈhɛdəd/
decision n /dəˈsɪʒən/
destination n /ˌdɛstəˈneɪʃ(ə)n/
direction n /dəˈrɛkʃən/
emotion n /əˈmōSH(ə)n/
explore v /ikˈsplôr/
get rid of phr gɛt rɪd ʌv
go down phr v /goʊ daʊn/
intention n /inˈten(t)SH(ə)n/
location n /lōˈkāSH(ə)n/
make arrangement phr /meɪk əˈreɪndʒmənt/
memory n /ˈmɛm(ə)ri/
promise n /ˈpräməs/
reach a decision phr /riʧ ə dɪˈsɪʒən/
refreshment n /rəˈfreSHmənt/
relation n /rəˈleɪʃ(ə)n/
rip v /rip/
satisfy v /ˈsadəsˌfī/
sensible adj /ˈsɛnsəb(ə)l/
sequencer n /ˈsēkwənsər/
unexpected adj /ˌənəkˈspektəd/
unplanned adj /ˌənˈpland/
well-organized adj /wɛl-ˈɔrgəˌnaɪzd/

THEME 3

ambitious adj /amˈbɪʃəs/
ancestor n /ˈænˌsɛstər/
artilleryman n /ɑːˈtɪlərɪmən/
battleship n /ˈbat(ə)lʃɪp/
besiege v /bɪˈsidʒ/
cannon n /ˈkænən/
conquer v /ˈkɑŋkər/
dare to phr /dɛr tu /
declare v /dɪˈklɛː/
defensive adj /dəˈfensiv/
destroy v /dəˈstroi/
determined adj /dɪˈtəːmɪnd/
division n /dɪˈvɪʒ(ə)n/
due to phr /du tu/
faint v /feɪnt/
fleet n /flit/
fort n /fɔːt/
genius adj /ˈjēnyəs/
heart-stopping adj /hɑrt ˈstɑpɪŋ/
impressive adj /ɪmˈprɛsɪv/
independent adj /ɪndɪˈpɛnd(ə)nt/
legendary adj /ˈlɛdʒənˌdɛri/
look after phr v /lʊk ˈæftər/
memorable adj /ˈmɛm(ə)rəb(ə)l/
mine n /mʌɪn/
outstanding adj /aʊtˈstandɪŋ/
pay attention phr /peɪ əˈtɛnʃən/
religious adj /rəˈlɪdʒəs/
rely v /rəˈlī/
respect v /rɪˈspɛkt/
revolution n /rɛvəˈluːʃ(ə)n/
shell n /ʃɛl/
statesman n /ˈsteɪtsmən/
strait n /streɪt/
surrender v /səˈrɛndər/
take care phr /teɪk kɛr/
triumphant n /traɪˈʌmfənt/
unbeaten adj /ˌənˈbitn/

victory n /ˈvɪkt(ə)ri/
worship n /ˈwərʃəp/

THEME 4

admire v /ədˈmʌɪə/
alike adv /əˈlʌɪk/
All the best exp /ɔl ðə bɛst /
arrival n /əˈrʌɪv(ə)l/
both adv /bəʊθ/
buggy n /ˈbʌgi/
carpet weaving phr /ˈkɑrpət ˈwivɪŋ/
close-fitting adj /kləʊsˈfɪtɪŋ/
coincidence n /kəʊˈɪnsɪd(ə)ns/
community n /kəˈmjuːnɪti/
conservative adj /kənˈsəːvətɪv/
copper work phr /ˈkɑpər wɜrk/
descendant n /dɪˈsɛnd(ə)nt/
disappear v /dɪsəˈpɪə
dull adj /dʌl/
effectively adv /ɪˈfɛktɪvli/
embroidery n /ɪmˈbrɔɪd(ə)ri/
especially adv /ɛˈspɛʃ(ə)li/
fertile adj /ˈfəːtʌɪl/
gas lantern n /gæs ˈlæntərn/
generation n /dʒɛnəˈreɪʃ(ə)n/
handcraft n /ˈhan(d)krɑːft/
innovation n /ɪnəˈveɪʃ(ə)n/
invention n /ɪnˈvɛnʃ(ə)n/
look up phr v /lʊk ʌp/
loose adj /luːs/
manner n /ˈmanə/
nutritious adj /njʊˈtrɪʃəs/
oriental adj /ɔːrɪˈɛnt(ə)l/
pastry n /ˈpeɪstri/
plain adj /pleɪn/
pottery n /ˈpɒt(ə)ri/
preserve v /prɪˈzəːv/
resist v /rɪˈzɪst/
revolutionary adj /rɛvəˈluːʃ(ə)n(ə)ri/
search engine n /sɜrtʃ ˈɛndʒən/
similar adj /ˈsɪmɪlə/
spicy adj /ˈspʌɪsi/
tile making phr /taɪl ˈmeɪkɪŋ/
train v /treɪn/
vital adj /ˈvʌɪt(ə)l/
vivid adj /ˈvɪvɪd/
You're welcome exp /jʊr ˈwɛlkəm/

THEME 5

aisle seat phr /aɪl sit/
all-inclusive stay phr /ɔl-ɪnˈklusɪv steɪ/
ask for phr /æsk fɔr/
availability n /əveɪləˈbɪlɪti/
blending n /ˈblɛndɪŋ/
climate n /ˈklaɪmɪt/
coach n /kōCH/
confirm v /kənˈfəːm/
contact number phr /ˈkɑnˌtækt ˈnʌmbər/
Count me in phr v /kaʊnt mi ɪn/
cuisine n /kwəˈzēn/
departure n /dɪˈpɑːtʃə/
discount n /ˈdiskount/
district n /ˈdɪstrɪkt/
duration n /djʊˈreɪʃ(ə)n/
excursion n /ɪkˈskərʒən/
glamping n /ˈglampɪŋ/
identity n /ʌɪˈdɛntɪti/
immobile adj /ɪˈməʊbʌɪl/
itinerary n /ī'tinəˌrerē/
landmark n /ˈlan(d)ˌmärk/
laze v /leɪz/
make a reservation phr /meɪk ə ˌrɛzərˈveɪʃən/
moderate adj /ˈmɑd(ə)rət/
must-see adj /mʌst-si/
non-smoking area phr nɑnˈsmoʊkɪŋ ˈɛriə
recommend v /ˌrekəˈmend/
refuse v /rɪˈfjuːz/
sight n /sīt/
sightseeing spot phr /ˈsaɪtˈsiɪŋ spɑt/
suitable adj /ˈsuːtəb(ə)l/
That suits us exp /ðæt suts ʌs/
vacancy n /ˈveɪk(ə)nsi/
vicinity n /vəˈsinədē/
You mean exp /ju min/

THEME 6

advice n /ədˈvīs/
boundary n /ˈbaʊnd(ə)ri/
carbon footprint phr ˈkɑrbən ˈfʊtˌprɪnt
choice n /tʃɔɪs/
consequence n /ˈkɒnsɪkw(ə)ns/
consumption n /kənˈsəm(p)ʃ(ə)n/
contribute v /kənˈtrɪbjut/
cope with v /koʊp wɪð/
cut off n /ˈkʌtɒf/
damp adj /damp/
depend on v /dɪˈpɛnd ɑn/
discover v /dəˈskəvər/
distraction n /dəˈstrækʃ(ə)n/
environment-friendly adj /ɪnvaɪərənmənˈfrɛndli/
fabric n /ˈfabrik/
handle v /ˈhandl/
household chore phr /ˈhaʊsˌhoʊld tʃɔr/

infer v /ɪnˈfəː/
insurance n /ɪnˈʃʊər(ə)ns/
law n /lɔː/
liberty n /ˈlɪbəti/
lower v /ˈlaʊ(ə)r/
outcome n /ˈaʊtkʌm/
protect v /prəˈtɛkt/
purpose n /ˈpərpəs/
regulation n /rɛgjʊˈleɪʃ(ə)n/
rely on v /rɪˈlʌɪ ɑn/
remove v /rəˈmo͞ov/
renewable adj /rəˈn(y)o͞oəb(ə)l/
responsible adj /rəˈspänsəb(ə)l/
rule n /ruːl/
run out phr v rʌn aʊt
support v /səˈpɔrt/
turn down phr v /ˈtərnˌdoun/
turn off phr v /tɜrn ɔf/
wrinkle n /ˈrɪŋk(ə)l/

THEME 7

announce v /əˈnouns/
bitter adj /ˈbidər/
brine n /brīn/
component n /kəmˈpōnənt/
consume v /kənˈso͞om/
digestive adj /daɪˈʤɛstɪv/
diverse adj daɪˈvɜrs
enthusiastically adv /ɪnˌθuziˈæstɪkli/
exact n /ɪgˈzækt/
feast n /fist/
ignore v /ɪgˈnɔr/
influence n /ˈɪnflʊəns/
intensive adj /ɪnˈtɛnsɪv/
investment n /ɪnˈvɛs(t)mənt/
leafy adj /ˈlifi/
municipality n /mjuˌnɪsəˈpælədi/
no matter phr /noʊ ˈmætər/
parade n /pəˈrād/
parsley n /ˈpɑrsli/
pickle n /ˈpɪk(ə)l/
recite v /rəˈsīt/
salty adj /ˈsɔlti/
sculpture n /ˈskəlpCHər/
sentimental adj /ˌsɛn(t)əˈmɛn(t)l/
sour adj /ˈsaʊ(ə)r/
sovereignty n /ˈsäv(ə)rən(t)ē/
spiritual adj /ˈspiriCH(o͞o)əl/
square n /skwer/
statue n /ˈstaCHo͞o/
torch n /tôrCH/
universal adj /ˌyo͞onəˈvərsəl/
utensil n /juˈtɛnsəl/
vinegar n /ˈvinəgər/

THEME 8

access n /ˈækˌsɛs/
advance n /ədˈvæns/
application n /ˌæpləˈkeɪʃ(ə)n/
artificial adj /ˌärdəˈfiSHəl/
cause n /kɔz/
collaborative adj /kəˈlab(ə)rədiv/
comment n /ˈkɑmɛnt/
cooperation n /koʊˌɑpəˈreɪʃ(ə)n/
criticize v /ˈkridəˌsīz/
curious adj /ˈkyo͞orēəs/
dashboard n /ˈdaSHbôrd/
deal n /dēl/
describe v /dəˈskrīb/
device n /dəˈvaɪs/
dominate v /ˈdäməˌnāt/
effect n /əˈfekt/
evolution n /ˌɛvəˈluʃ(ə)n/
evolve v /ēˈvälv/
humanity n /(h)yo͞oˈmanədē/
instead adv /inˈsted/
interact v /ˌin(t)ərˈakt/
modify v /ˈmädəˌfī/
netiquette n /ˈne-ti-kət , -ˌket/
permission n /pərˈmiSHən/
podcast n /ˈpädˌkast/
prospect n /ˈpräˌspekt/
rotary phone phr /ˈroʊtəri foʊn/
silent adj /ˈsaɪlənt/
smart device phr /smɑrt dɪˈvaɪs/
store v /stôr/
tag v /tæg/
thanks to phr /θæŋks tu/
witness v /ˈwɪtnəs/

THEME 9

ban v /ban/
cure n /kjʊr/
dedicate v /ˈdɛdəˌkeɪt/
didactic adj /dīˈdaktik/
endurance n /ˈɛndərəns/
extraordinary adj /ɪkˈstrɔrdəˌnɛri/
fail v /feɪl/
feature n /ˈfitʃər/
folktale n /ˈfoʊkˌteɪl/
freedom n /ˈfridəm/
fulfill v /fʊlˈfɪl/
get adapted phr /gɛt əˈdæptəd/

get over phr v /gɛt ˈoʊvər/
go after phr v /goʊ ˈæftər/
have in common phr /hæv ɪn ˈkɑmən/
image n /ˈimij/
imaginary adj /iˈmajəˌnerē/
investment n /ɪnˈvɛs(t)mənt/
kind-hearted adj /kʌɪndˈhɑːtɪd/
martyr n /ˈmärdər/
martyrdom n /ˈmɑrdərdəm/
noted adj /ˈnoʊdəd/
ordinary adj /ˈɔrdnˌɛri/
overcome v /ˌoʊvərˈkəm/
patience n /ˈpāSHəns/
patriot n /ˈpātrēət/
pesticide n /ˈpɛstɪsʌɪd/
pursue v /pərˈsu/
remind v /rəˈmīnd/
wish n /wɪʃ/

THEME 10

blazer n /ˈbleɪzər/
brand n /brænd/
bushy adj /ˈbʊʃi/
casual adj /ˈkæʒuəl/
collar n /ˈkɑlər/
denim n /ˈdenəm/
discount n /ˈdɪskaʊnt/
embroidered adj /əmˈbrɔɪdərd/
freckle n /ˈfrek(ə)l/
garment n /gɑrmənt/
glowing adj /ˈgloʊɪŋ/
gorgeous adj /ˈgôrjəs/
knee-length adj /ni-lɛŋkθ/
lace n /leɪs/
leather n /ˈlɛðər/
make up phr v /meɪk ʌp/
mature adj /məˈʧʊr/
muscular adj /ˈməskjələr/
neat adj /nit/
next to nothing phr /nɛkst tu ˈnʌθɪŋ/
outfit n /ˈoutˌfit/
pale adj /peɪl/
patterned adj /ˈpætərnd/
pimple n /ˈpɪmpəl/
plump adj /pləmp/
ponytail n /ˈpoʊniˌteɪl/
practicability n /ˌpraktikəˈbilədē/
pricey adj /ˈprīsē/
protective adj /prəˈtɛktɪv/
repairable adj /rəˈpɛrəbəl/
rubber n /ˈrəbər/
ruffle v /ˈrəfəl/
scar n /skɑr/
silk n /silk/
smart adj /smärt/
specify v /ˈspɛsəˌfaɪ/
sunken adj /ˈsəŋkən/
tanned adj /tænd/
texture n /ˈtɛkstʃər/
warranty n /ˈwôrən(t)ē/
waterproof adj /ˈwɔtərˌpruf/
well-dressed adj /welˈdrest/
woolen adj /ˈwʊlən/
wrinkle n /ˈrɪŋk(ə)l/

IRREGULAR VERBS LIST

Base Form	Past Form	Past Participle Form
become	became	become
begin	began	begun
break	broke	broken
bring	brought	brought
build	built	built
buy	bought	bought
come	came	come
cut	cut	cut
draw	drew	drawn
drive	drove	driven
fall	fell	fallen
feel	felt	felt
find	found	found
get	got	got/gotten (US)
give	gave	given
go	went	gone
grow	grew	grown
hear	heard	heard
keep	kept	kept
know	knew	known
leave	left	left
let	let	let
lie	lay	lain
lose	lost	lost
make	made	made
mean	meant	meant
meet	met	met
pay	paid	paid
put	put	put
read	read	read
run	ran	run
say	said	said
see	saw	seen
send	sent	sent
set	set	set
show	showed	shown
sit	sat	sat
speak	spoke	spoken
spend	spent	spent
stand	stood	stood
take	took	taken
tell	told	told
think	thought	thought
understand	understood	understood
wear	wore	worn
write	wrote	written

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